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REPORT
OF THE
MINISTER OF EDUCATION
(ONTARIO)
FOR THE YEAR 1884,
WITH THE STATISTICS OF 1883.

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PART I.

STATISTICAL REPORT, 1883.

REPORT
OF THE
MINISTER OF EDUCATION
(ONTARIO),
FOR THE YEAR 1884,
WITH THE STATISTICS OF 1883.

TO THE HONOURABLE JOHN BEVERLEY ROBINSON,

Lieutenant-Governor of the Province of Ontario :

MAY IT PLEASE YOUR HONOUR :

I herewith present the Report of the Education Department for the year 1884, together with the statistics for the year 1883.

PART I.

STATISTICAL REPORT.

I proceed to give a summary view of the condition of the Public, Separate and High Schools for 1883, condensed from the accompanying Statistical Tables :—

Statistics of Public, Separate, and High Schools for the Year 1883.

1.—Public Schools.

NOTE.—Tables A, B, C, D, E, include the Statistics of Separate Schools.

I.—RECEIPTS AND EXPENDITURE, ALSO COMPARISONS WITH THE YEAR 1882.

Receipts.—1.—The amount apportioned from the Legislative Grant was \$265,468, being \$251,067 for Public Schools, and \$14,401 for Separate Schools, decrease \$270. The apportionment is made to the several Counties, Townships, Cities, Towns and Incorporated Villages, according to the ratio of population in each, as compared with the whole

population of the Province, as shown by the last annual returns from the respective Counties, Cities and Towns separate. The principle of distribution amongst the respective schools in each Municipality is according to the average attendance and the time of keeping the Schools open (Public and Separate), in each such Municipality.

2. The amount from Municipal School Grants and Assessments was \$2,538,041, showing an increase of \$90,827.

3. The amount from the Municipalities' Fund, Surplus Distribution, and other like sources, applied to School purposes was \$767,222, increase, \$10,184.

4. The total receipts for all Public School purposes amounted to \$3,570,731, showing an increase of \$100,741 over the total receipts of the year 1882.

5. The Legislative Grant represents $7\frac{1}{2}$ per cent. of the Total Receipts; Municipal Grant, $70\frac{1}{2}$ per cent.; other sources 22 per cent.

Expenditure.—1. The amount paid by trustees for salaries of teachers, \$2,210,187, increase, \$65,739.

2. For maps, globes, prize-books and libraries, \$20,275, increase, \$4,692.

3. For sites and building of schoolhouses, \$312,342, decrease, \$29,576.

4. For rent and repairs of schoolhouses, etc., \$565,626, increase, \$40,602.

5. Total expenditure for all Public School purposes, \$3,108,430, increase, \$81,456.

6. Balances of school moneys not paid at the end of the year when the returns were made, \$462,302, increase, \$19,286.

7. The average cost per pupil, based on *total attendance*, was \$6.40 for rural districts, etc., \$8.51 for cities, \$6.84 for towns, being for the whole Province, \$6.69; based on *average attendance* it was \$14.80, \$14.45, \$12.44, and \$14.42 for rural districts, etc., cities, towns, and province, respectively.

8. Teachers' salaries represent 71 per cent. of the amounts expended; maps, apparatus, etc., $\frac{65}{100}$; sites and buildings, 10 per cent; and rents, repairs, etc., $18\frac{35}{100}$ per cent.

Particulars in detail will be found in Table A.

11.—SCHOOL POPULATION—AGES OF PUPILS—PUPILS ATTENDING PUBLIC SCHOOLS— AVERAGE ATTENDANCE.

The School Act of 1881 requires every Municipal Council, after the first of January, in each year, to cause its Assessor to set down on the annual assessment roll, in separate columns, the number of children of the ages, over sixteen and under twenty-one, and between seven and thirteen, in addition to the column between five and sixteen.

The law at present requires that the trustees' returns of school population shall include the whole number of children resident in their school division; and confers the *equal* right of attending the schools upon all residents in such division, between the ages of five and twenty-one years.

1. The school population (comprising only children between the ages of five and sixteen years) reported by trustees was 478,791, decrease, 5,026. The school population and total attendance have been diminishing for some years.

2. The number of pupils between the ages of five and sixteen years attending the schools, 452,661; decrease, 4,517. Number of pupils of other ages attending the schools, 11,708; decrease, 2,626. Total number of pupils attending the schools, 464,369; decrease, 7,143.

3. The number of boys attending the schools, 243,671; decrease, 3,295. The number of girls attending the schools, 220,698; decrease, 3,848.

4. The number of children between seven and thirteen years of age reported as not attending any school for 110 days during the year, was 88,432. The number between seven and thirteen reported as not attending any school whatever, 7,266 ; or one and a-half per cent. of the whole school population. By the School Act of 1881, now in force, the parent or guardian of every child between the ages of seven and thirteen is required to cause such child to attend a Public School for eleven weeks in each of the two terms of the Public School Year, and the attendance must be during the whole time, in each week, except in cases where half-time is allowed.

5. The average attendance, viz., the aggregate daily attendance divided by the number of legal teaching days in the year, being 220 for rural, and 212 for urban schools, was 215,561, increase 1,385. It is satisfactory to note that, while the total school population and attendance were slowly decreasing, the average attendance increased.

6. The percentage of average attendance, as compared with the total number attending school, was for rural districts, forty-three ; cities, fifty-nine ; towns, fifty-five ; Province, forty-six ; increase, one per cent.

7. The percentage of pupils under five to the total number attending school was $\frac{25}{100}$; for pupils between five and sixteen, $\frac{97\frac{48}{100}}$; for those between seventeen and twenty-one $\frac{220}{100}$; and for those over twenty-one,

8.	9 per cent. of the pupils attended for less than	20 days during the year.
17	"	" from 20 to 50.
25	"	" 51 to 100.
22	"	" 101 to 150.
23	"	" 151 to 200.
4	"	" 201 to whole year.

9. 52 per cent. of the pupils were boys ; 48 per cent. girls.

10. The average attendance of pupils was about twelve per cent. of the estimated total population.

Particulars in detail will be found in Table B.

III.—CLASSIFICATION OF PUPILS AND NUMBER IN THE DIFFERENT BRANCHES OF INSTRUCTION.

This table shows the number of pupils as classified under the present system.

First Class.....	164,035
Second Class.....	106,482
Third Class.....	113,980
Fourth Class.....	70,104
Fifth Class.....	8,919
Sixth Class.....	849

The percentage in the several classes, as compared with the whole number of pupils attending school, was as follows :

Class	Per cent.
First Class.....	35
Second Class.....	23
Third Class.....	25

Class.	Per cent.
Fourth Class.....	15
Fifth Class.....	2
Sixth Class.....	100

The numbers in the principal subjects of instruction were:

Spelling.....	411,872
Writing.....	409,016
Arithmetic.....	415,786
Drawing.....	222,095
Geography.....	273,397
Vocal Music.....	147,283
Grammar and Composition.....	208,949
History.....	95,986
Object Lessons.....	165,702
Drill and Calisthenics.....	100,531

The percentage in the principal subjects of instruction, as compared with the whole number of pupils attending school, was as follows:

	Per cent.
Spelling.....	88
Writing.....	88
Arithmetic.....	90
Drawing.....	48
Geography.....	59
Vocal Music.....	32
Grammar and Composition.....	45
History.....	21
Object Lessons.....	36
Drill and Calisthenics.....	22

Particulars in detail will be found in Table C.

IV.—NUMBER OF TEACHERS—ANNUAL SALARIES—CERTIFICATES.

1. *Number of Teachers, Male and Female.*—In the 5,252 schools reported, 6,911 teachers have been employed, increase 54; of whom 2,829 were male teachers, decrease, 233; and 4,082 were female teachers, increase, 287. There were 1,253 more female than male teachers.

2. *Annual Salaries of Teachers.*—The highest salary paid to a male teacher in a *county*, \$800—the lowest, \$120; in a *city*, the highest, \$1,200—the lowest \$275; in a *town*, the highest, \$1,000—the lowest, \$200. Salaries of teachers, male and female, are quietly but surely advancing in rural districts, and in cities, towns and villages. In calculating the average salaries, teachers, being members of religious orders, are omitted. The average salary of male teachers in *counties*, including incorporated villages, \$394—of female teachers, \$252; in *cities*, of male teachers, \$764—of female teachers, \$362; in *towns*, of male teachers, \$605—of female teachers, \$277. In *counties*, not including incorporated villages, the average salary of male teachers was \$388—of female teachers, \$250. In incorporated villages, male teachers, \$515—female, \$256. The average salary of male teachers in the province was \$422—of female, \$271.

3. The average salaries for the different Counties of the Province, not including incorporated villages, were as follows :

	MALE.	FEMALE.		MALE.	FEMALE.
	\$	\$		\$	\$
Glengarry.....	334	207	Halton	422	298
Stormont.....	337	216	Wentworth.....	442	278
Dundas.....	308	214	Brant.....	457	288
Prescott and Russell.....	330	204	Lincoln.....	394	289
Carleton.....	361	251	Welland.....	391	276
Grenville.....	319	209	Haldimand.....	395	281
Leeds.....	323	214	Norfolk.....	395	263
Lanark.....	346	191	Oxford.....	447	280
Renfrew.....	301	210	Waterloo.....	450	272
Frontenac.....	292	224	Wellington.....	406	271
Lennox and Addington.....	363	224	Dufferin.....	368	304
Prince Edward.....	376	267	Grey.....	383	270
Hastings.....	401	260	Perth.....	435	300
Northumberland.....	382	280	Huron.....	416	272
Durham.....	388	258	Bruce.....	404	283
Peterboro.....	358	252	Middlesex.....	440	327
Haliburton.....	278	198	Elgin.....	394	291
Victoria.....	328	235	Kent.....	461	326
Ontario.....	403	301	Lambton.....	408	295
York.....	425	270	Essex.....	417	327
Peel.....	391	313	Districts.....	320	245
Simcoe.....	399	270			

4. The number of teachers who had attended the Normal Schools at Toronto or Ottawa, 1,853, a decrease of 20.

5. *Teachers' Certificates.*—Total number of certificates or licensed teachers reported, 6,911, increase, 54 ; Provincial Certificates, First Class, 211, decrease, 35 ; Second Class, 2,167, decrease, 2 ; County Board Certificates of the Old Standard, First Class, 183, decrease, 33 ; Second Class, 71, decrease, 51 ; Third Class Certificates, 3,426, decrease, 45 ; Interim Certificates, 603, increase, 194 ; other Certificates, 250, increase, 26.

Particulars in detail will be found in Table D.

V.—SCHOOL BOARDS AND RURAL SCHOOL CORPORATIONS.

1. The number of *Urban School Boards* was as follows :—In Cities, 20 ; in Towns, 99 ; in Incorporated Villages, 134, being a total of 253.

2. The number of *Urban School-houses* was as follows :—In Cities, 144 ; in Towns, 203 ; in Incorporated Villages, 182. Total, 529.

3. The number of *Township School Boards* was ten, that is to say, in the following townships :—Anson, Brunel, Christie, Enniskillen, Lutterworth, Macaulay, Morrison, McKellar, Sault St. Marie, and Tuckersmith.

4. The number of *Rural School Sections*, 4,787. The number of *Rural Schools* reported as kept open, 4,723 ; of *Village Schools*, 182.

5. The number of *Rural School-houses*, 4,755 ; of *Village School-houses*, 182.

6. The number of school-houses reported, 5,284, of which 1,820 were brick, 504 stone, 2,343 frame or concrete, 617 log. Brick, stone and frame school-houses are increasing. Log school-houses are decreasing rapidly ; in 1870 there were 1,406 log school-houses.

7. *Titles to School Sites.*—Freehold, 5,154 ; rented, 130.

8. *School Visits*.—By Inspectors, 12,381 ; by trustees, 17,283 ; by other persons, 47,581. Total school visits, 77,245. Trustees especially are bound to show their zeal and interest in Public School education by personal visits to the schools.

9. *School Lectures*.—By Inspectors, 340 ; by other persons, 160.

10. *Time of keeping the school open*.—The average time of keeping the schools open, exclusive of holidays, vacations, and Sundays, was *two hundred and seven days* in 1883. The actual number of legal teaching days was 220 for rural and urban schools not united, or in the same city, town, or village, with High Schools ; and 212 for urban and rural schools united, and in the same city, town, or village, with High Schools.

11. *Public School Examinations*.—The whole number of Public School Examinations was 6,997. In each school a public *quarterly* examination is required to be held, and the teacher is directed to give notice to trustees and parents of pupils, and to the school visitors resident in the section. It is intended that such examinations be tests of efficiency on the part of teachers, and of the progress of pupils.

12. *School Prizes and Merit Cards*.—The number of schools in which prizes are reported as having been distributed, was 1,406.

13. *Prayers and Ten Commandments*.—Of the 5,252 schools reported, the Scriptures only were read in 334 ; prayers only in 1864. Both Scriptures and prayers in 2,772 ; and Scriptures with prayers by both teachers and pupils in 906. While the Public Schools Act provides that “ No person shall require any pupil in any Public School to read or study from any religious book, or to join in any exercise of devotion or religion objected to by his or her parents,” the Department has framed regulations of a recommendatory nature on the subject, with forms of prayers, in the earnest hope that school boards, trustees, and teachers may thus be better enabled to impress upon their pupils the principles and duties of our common Christianity.

14. *Maps*.—Maps were used in 5,119 schools. Total number of maps used in schools, 39,812.

See Table E.

2.—Roman Catholic Separate Schools.

VI.—THE ROMAN CATHOLIC SEPARATE SCHOOLS.

1. The number of Roman Catholic Separate Schools was 194 ; increase during the year, 1.

2. *Receipts*.—The amount apportioned and paid by the Department of Education from the Legislative Grant to Separate Schools, according to average attendance of pupils, as compared with that at the Public Schools in the same Municipalities, was \$14,400 ; increase, \$19. The amount of school *rates* from the supporters of Separate Schools, \$108,634 ; increase, \$11,383. The amount *subscribed* by supporters of Separate Schools, and from other sources, \$43,254 ; decrease, \$11,851. Total amount received from all sources, \$166,289 ; decrease, \$449.

3. *Expenditure*.—For payment of teachers, \$91,702 ; increase, \$7,606. For maps, prize-books, and libraries, \$1,655 ; increase, \$352. For sites and building school-houses, \$23,325 ; decrease, \$13,535. For other school purposes, \$36,929 ; increase, 4,848. Total amount expended, \$153,611 ; decrease, \$728. Balances, \$12,678 ; increase, \$279.

4. *Pupils*.—The number of pupils reported as attending the Separate Schools, 26,177 ; increase, 29. *Average attendance*, 13,705 ; increase, 131.

5. The percentage of average attendance, as compared with total number attending school, was for rural districts, forty-six ; cities, fifty-five ; towns, fifty-five ; Province, fifty-two.

6. The whole number of teachers employed in the Separate Schools, 397 ; increase, 7. Male teachers, 97 ; decrease, 1. Female teachers, 300 ; increase, 8.

7. The average salary of male teachers was \$352 ; of female, \$188. This is considerably below the Public School standard ; but it must be remembered that quite a number of the Separate School teachers are members of religious orders, receiving merely nominal salaries.

8. The average cost per pupil based on *total attendance* was \$5.18 for rural districts ; \$6.07 for cities ; \$6.25 for towns ; for the Province, \$5.87 ; based on *average attendance*, it was \$11.31, \$11.07, \$11.35 and \$11.21, for rural districts, etc., cities, towns, and Province, respectively.

9. Table F also shows the branches taught in the Separate Schools, and the number of pupils in each branch ; the number of schools using maps, etc.

3.—High Schools.

VII.—RECEIPTS AND EXPENDITURE—PUPILS—NUMBER OF SCHOOLS.

1. *Receipts*.—The amount received by the High School Boards from Legislative grant, for the salaries of teachers, was \$84,990; increase, \$685. The amount of *Municipal Grants* in support of High Schools, \$208,161, increase, \$11,722. The amount received for *pupils' fees*, \$30,067; increase, \$796. Balances of the preceding year and other sources, \$55,672; decrease, \$7,466. Total receipts, \$378,889; increase, \$5,738.

2. *Expenditure.*—For salaries of masters and teachers, \$266,317; increase, \$12,453; for building, rent and repairs, \$20,012, increase, \$651; for fuel, books and contingencies, \$60,482, decrease, \$8,192; for maps, prize books, apparatus and libraries, \$2,135, increase, \$314. Total expenditure for the year, \$348,946; increase, \$5,226. Balance of moneys not paid out at the end of the year, \$29,942; increase, \$512.

3. *Number of Pupils*, 11,843 ; decrease, 505.

4. *Number of Schools*, 104.

5. *The percentage of Average Attendance* to total number attending Collegiate Institutes was 54 ; to total number attending High Schools, 55 ; to total number attending Collegiate Institutes and High Schools, 55.

6. *Cost per Pupil* :—

	On Total Attendance.	On Average Attendance.
Collegiate Institutes.....	\$32 21	\$59 89
High Schools.....	28 03	51 10
Collegiate Institutes and High Schools	29 47	54 07

7. Thirty-seven High Schools charge fees ; sixty-seven are free ; fifty-four are united with Public Schools.

Particulars will be found in Table G.

VIII.—NUMBER OF PUPILS IN THE SUBJECTS OF STUDY.

1. The details appear in Table H, and the following is a summary of the principal subjects of the total number, as well as the respective percentages of the whole number of pupils attending:

English Grammar.	Composition.	Reading.	History.	Geography.	Arithmetic.	Book-keeping.	Algebra.	Latin.	Greek.	French.	German.	Music.	Drawing.
11815 or 100 per ct.	11707 or 100 per ct.	9939 or 84 per ct.	11551 or 99 per ct.	11518 or 99 per ct.	11767 or 100 per ct.	4849 or 41 per ct.	10296 or 87 per ct.	4439 or 38 per ct.	903 or 9 per ct.	5318 or 45 per ct.	961 or 9 per ct.	1360 or 12 per ct.	3538 or 30 per ct.

IX.—ACCOMMODATION AND MISCELLANEOUS.

1. Table I. shows that the number of pupils who matriculated at any University was 277 ; who entered mercantile life, 768 ; who became occupied with agriculture, 583 ; who joined any learned profession, 868. The following Table exhibits the number furnished by the High Schools to these occupations for each year, during the past ten years :

Year.	Matriculated.	Mercantile.	Agriculture.	Learned Profession.
1874	99	544	319	321
1875	100	454	278	326
1876	126	495	300	427
1877	145	555	328	564
1878	183	445	417	633
1879	248	565	535	693
1880	209	731	555	625
1881	280	859	598	576
1882	272	881	646	751
1883	277	768	583	868

2. The highest salary paid Head Master, \$2,250 ; lowest, \$636 ; average salary of Head Master, \$1,068. 52 Head Masters were graduates of Toronto University ; 95 (including Toronto), of Canadian Universities ; 7 of British Universities ; 2 Certificates.

3. The total number of teachers was 347.

4. For particulars as to school accommodation, maps, globes, etc., see also this Table, and for name, salary, university and degree of the Headmaster of each Collegiate Institute and High School, number of assistants, etc.

X.—GENERAL STATISTICAL ABSTRACT.

Table K is a general Statistical Abstract, exhibiting the state and progress of Education in Ontario from 1874 to 1883 inclusive.

1. Between Ten States of the American Union and the Province of Ontario.
2. Between Ten Cities of the American Union and Ten of the Province of Ontario.
3. Between the Three Kingdoms of England and Wales, Ireland and Scotland, and the Province of Ontario.

1. BETWEEN TEN STATES OF THE AMERICAN UNION AND THE PROVINCE OF ONTARIO:

STATE.	Scho l Age.	School Population.	No. of Pupils Enrolled.	Average Attendance.	Percentage of Pupils enrolled to School Population.	Percentage of Average Attendance to No. enrolled.	Total Expenditure.	Cost per capita of School Population. *	Cost per capita of Pupils enrolled. *	Cost per capita of Average Attendance. *
California.	5-17	211237	163855	105541	78	64	3047605	\$ 13 15	\$ 16 95	\$ 26 32
Connecticut.	4-16	143745	119381	76928	83	64	1479691	8 78	10 58	17 41
Illinois.	6-21	1002222	701627	425858	70	61	7858414	7 05	10 08	16 61
Massachusetts.	5-15	312680	325239	233108	104	72	5775542	16 06	15 44	21 54
Michigan.	5-20	518204	371743	219328	72	59	3418233	5 27	7 35	12 45
New York.	5-21	1632122	1021282	559399	62	55	10023402	6 57	10 69	19 52
Ohio.	6-21	1063387	744758	468141	70	63	8133622	6 98	9 85	15 68
Pennsylvania.	6-21	1423377	931749	599057	66	64	7994705	4 82	7 36	11 45
Tennessee.	6-21	545875	283468	180569	52	64	638009	1 17	2 25	3 53
Wisconsin.	4-20	491358	300122	190878	61	63	2279103	4 68	7 67	13 02
Ontario.	5-16	478791	464369	215561	97	+46	3108430	5 84	6 02	12 97

* In making these calculations, only the interest on amounts expended for permanent objects, viz.: sites, buildings, etc., is added to the current expenditure.

+ In explanation of the small percentage for Ontario, it might be stated that, apart from the lesser number of teaching days in the States, the system of computing the average attendance is not the same. In Ontario, the result is obtained by dividing the total aggregate attendance by the *legal* number of teaching days; in the United States, the divisor is the *actual* number of teaching days. The average number of teaching days in the United States is much less than in this Province; thus California has 115; Connecticut, 180; Illinois, 149; Massachusetts, 178; Michigan, 154; New York, 175; Ohio, 155; Pennsylvania, 145; Tennessee, 70; Wisconsin, 175; while Ontario has an average of 207 teaching days.

2. BETWEEN TEN CITIES OF THE AMERICAN UNION AND TEN OF THE PROVINCE OF ONTARIO.

CITIES.	School Age.	School Population.	No. of Pupils enrolled.	Average Attendance.	Percentage of Pupils enrolled to School Population.	Percentage of Average Attendance to No. enrolled.	Total Expenditure.	Cost per capita of School Population.	Cost per capita of Pupils enrolled.	Cost per capita of Average Attendance.
							\$	\$ c.	\$ c.	\$ c.
Baltimore	6-21	86961	47048	29424	54	63	681921	7 84	14 49	23 18
Boston	5-15	61056	54323	45647	89	84	1775037	29 07	32 68	38 88
Buffalo	5-21	56000	18606	14555	33	73	347204	6 20	18 69	23 85
Chicago	6-21	137035	66485	45055	49	68	1216506	7 89	18 29	27 00
Cincinnati	6-21	87997	35392	27279	40	77	687152	8 02	19 31	25 19
Cleveland	6-21	52412	24836	17017	47	69	420219	4 47	16 09	24 69
New Orleans	6-18	61456	24401	14566	40	60	274844	4 47	11 26	18 87
New York	5-21	393000	274040	133161	70	49	3690283	9 39	13 47	27 71
Rochester	5-21	37000	13381	8788	36	66	214179	5 71	16 00	24 38
St. Louis	6-20	106372	53965	35942	52	67	762174	7 16	14 12	21 21
Belleville	5-16	2610	2315	1274	89	55	16363	6 27	7 07	12 84
Brantford	"	3000	2382	1395	80	59	16989	5 66	7 13	12 18
Godolph	"	2450	2156	1141	88	53	19560	7 98	9 08	17 14
Hamilton	"	8918	8257	4846	93	59	66165	7 42	8 00	13 65
Kingston	"	4360	3649	1941	84	53	20187	4 63	5 53	10 40
London	"	4900	4793	2544	98	53	37372	7 63	7 79	14 69
Ottawa	"	6951	5649	3260	82	58	59358	8 54	10 51	17 51
St. Catharines	"	2560	2398	1267	94	53	16532	6 46	6 90	13 05
St. Thomas	"	2300	2397	1269	100	55	14338	6 23	6 23	9 76
Toronto	"	20000	18408	11922	92	65	178459	8 92	9 69	14 97

England and Wales.

COUNTRIES.	No. of Schools.	No. of Certificated and Assistant Teachers.	No. of Pupils on Register.	Proportion of Teachers to average attendance.	Total Population.	School Population.	Average Attendance.	Expenditure.	Percentage of average attendance to total Population.	Percentage of pupils enrolled to School Population.	Percentage of average attendance to Pupils enrolled.	COST PER PUPIL BASED ON.			
												Total Population.	School Population.	No. enrolled.	Average Attendance.
England and Wales.	18671	449670	4273304	{ 41 teacher to 63 pupils.	26921703	(2 to 15) 8218529	3127214	22651205	12	52	73	c.	\$ c.	\$ c.	\$ c.
Ontario.	5252	6911	464369	{ 1 teacher to 31 Pupils.	1913450	(5 to 16) 478791	215561	3108430	12	97	46	1 62	6 41	6 69	14 42

+ There were, in addition to this number, 26428 pupil-teachers. If these were included the proportion would be 1 teacher to 41 pupils.

Ireland.

COUNTRIES.	No. of Schools.	No. of Certificated and Assistant Teachers.	No. of Pupils on Register.	Proportion of Teachers to average attendance.	Total Population.	School Population.	Average Attendance.	Expenditure.	Percentage of average attendance to total Population.	Percentage of Pupils enrolled to School Population.	Percentage of average attendance to Pupils enrolled.	COST PER PUPIL BASED ON.			
												Total Population.	School Population.	No. enrolled.	Average Attendance.
Ireland.....	7648	+10621	1066259	{ 1 teacher to 43 pupils.	5174836	.....	453567	\$ 4106430	9	.....	43	c. 80	\$ 6 41	\$ 3 85	\$ 9 05
Ontario.....	5252	6911	464369	{ +1 teacher to 31 pupils.	1913460	(5 to 16) 478791	215561	\$ 3108430	12	97	46	\$ 1 62	\$ 6 41	\$ 6 69	\$ 14 42

+ There were, in addition 6450 pupil teachers. If these were included the proportion would be 1 teacher to 27 pupils.

COUNTRIES.	No. of Schools.	No. of Certificated and Assistant Teachers.	No. of Pupils on Register.	Proportion of Teachers to average Attendance.	Total Population.	School Population.	Average Attendance.	Expenditure.	Percentage of average attendance to total Population.	Percentage of Pupils enrolled to School Population.	Percentage of average attendance to Pupils enrolled.	COST PER PUPIL BASED ON.			
												Total Population.	School Population.	No. enrolled.	Average Attend-ance.
Scotland.....	3092	46908	569241	1 teacher to 63 pupils.	3815572	(2 to 15) 1182403	433137	\$ 4502540	12	48	76	\$ c. 1 18 3 81	\$ c. 8 00	\$ c. 10 40	\$ c. 10 40
Ontario.....	5252	6911	464369	† 1 teacher to 31 pupils.	1913460	(5 to 16) 478791	215561	\$ 3108430	12	97	46	\$ c. 1 62	\$ c. 6 41	\$ c. 6 69	\$ c. 14 42

† There were, in addition, 3642 pupil teachers. If these were included the proportion would be 1 teacher to 41 pupils.

TABLES

REFERRED TO IN FOREGOING

STATISTICAL REPORT.

I.—TABLE A.—The Public

COUNTIES (Including Incorporated Villages, but not Cities or Towns.)	RECEIPTS.					
	For Teachers' Salaries (Legislative Grant.)			Municipal School Grants and Assess- ments.	Clergy Reserve Fund, Balances and other sources.	Total Receipts for all Public School pur- poses.
	Public Schools.	R. C. Separate Schools.	Total.			
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
Glengarry.....	2472 00	247 00	2719 00	19571 07	2957 52	25247 59
Stormont.....	2057 00	50 00	2107 00	19049 30	2696 80	23853 10
Dundas.....	2616 00	.....	2616 00	24856 87	4839 60	32312 47
Prescott and Russell.....	4236 00	414 00	4650 00	34477 36	7396 34	46523 70
Carleton.....	4116 00	331 50	4447 50	41544 13	9096 44	55088 07
Grenville.....	2401 00	16 50	2417 50	25200 37	7272 89	34890 76
Leeds.....	4030 20	17 10	4047 30	33908 48	9260 27	47216 05
Lanark.....	3862 20	.....	3862 20	32524 07	6811 86	43198 13
Renfrew.....	6535 00	289 50	6824 50	36552 03	8917 72	52294 25
Frontenac.....	3125 00	94 00	3219 00	31593 46	8977 09	43789 55
Lennox and Addington.....	2975 20	42 00	3017 20	28566 18	9370 23	40953 61
Prince Edward.....	2114 00	.....	2114 00	26299 82	8186 87	36600 69
Hastings.....	5825 80	.....	5825 80	52804 39	13074 68	71704 87
Northumberland.....	4644 00	85 00	4729 00	43767 61	14341 03	62837 64
Durham.....	3493 00	.....	3493 00	41939 57	6972 42	52404 99
Peterborough.....	3111 00	54 50	3165 50	27584 44	5796 09	36546 03
Haliburton.....	2176 60	.....	2176 60	8423 65	2100 42	12700 67
Victoria.....	4407 00	.....	4407 00	48283 22	9322 35	62012 57
Ontario.....	6281 00	.....	6281 00	56555 17	20425 05	83261 22
York.....	7527 00	161 00	7688 00	79518 36	40505 42	127711 78
Peel.....	2707 00	26 50	2733 50	28382 27	11650 08	42765 85
Simcoe.....	7669 00	48 50	7717 50	75342 15	27663 14	110722 79
Halton.....	2578 00	.....	2578 00	26092 96	8344 06	37015 02
Wentworth.....	3536 00	20 50	3556 50	31425 54	13633 27	48615 31
Brant.....	2250 00	.....	2250 00	25963 27	12545 19	40758 46
Lincoln.....	2489 00	112 50	2601 50	29242 58	13731 77	45575 85
Welland.....	3114 00	54 50	3168 50	28221 58	20825 78	52215 86
Haldimand.....	3285 00	.....	3285 00	33519 29	17553 91	54358 20
Norfolk.....	3854 00	28 00	3882 00	38803 70	16978 05	59663 75
Oxford.....	4551 00	.....	4551 00	57154 97	18308 41	80014 38
Waterloo.....	3902 00	140 50	4042 50	52548 11	31061 44	87652 05
Wellington.....	6234 00	235 50	6489 50	63968 55	17712 31	88170 36
Dufferin.....	2868 00	.....	2868 00	23844 30	6441 48	33153 78
Grey.....	7646 00	271 50	7917 50	75547 78	18629 48	102094 76
Perth.....	4545 00	75 00	4620 00	48381 28	12423 29	65424 57
Huron.....	7662 00	87 00	7749 00	82483 13	17789 68	108021 81
Bruce.....	6905 60	114 50	7020 10	74276 20	17353 92	98650 22
Middlesex.....	8397 00	112 50	8509 50	91642 68	22286 67	122438 85
Elgin.....	4152 00	.....	4152 00	46153 35	9894 80	60200 15
Kent.....	4954 00	219 50	5173 50	59931 11	30899 59	96004 20
Lambton.....	5548 00	75 50	5623 50	77194 02	27923 44	110740 96
Essex.....	4300 00	155 50	4455 50	43278 39	24548 67	72282 56
Districts.....	13492 30	63 82	13556 12	39261 37	9032 94	61850 43
Total.....	194643 90	3663 42	198307 32	1865678 13	605552 46	2669537 91
CITIES.						
Belleville.....	1030 00	261 50	1291 50	14113 37	1527 02	16931 89
Brantford.....	1490 00	172 50	1662 50	12545 73	2939 66	17147 89
Guelph.....	1168 00	230 50	1398 50	12175 50	6871 66	20445 66
Hamilton.....	4278 00	828 00	5106 00	54168 31	7000 56	66274 87
Kingston.....	1565 00	595 00	2160 00	16582 45	3472 42	22214 87
London.....	2549 00	451 50	3000 50	34063 45	15958 61	53022 56
Ottawa.....	1582 00	1994 00	3576 00	49898 78	13820 46	67295 24
St. Catharines.....	1189 00	417 00	1606 00	13850 65	2020 22	17476 87
St. Thomas.....	1314 00	141 00	1455 00	8812 48	6327 18	16594 66
Toronto.....	9573 00	1897 50	11470 50	174979 62	6998 85	193448 97
Total.....	25738 00	6988 50	32726 50	391190 34	66936 64	490853 48

Schools of Ontario.

EXPENDITURE.

For Teachers' Salaries.	For Maps, Apparatus, Prizes and Libraries.	For Sites and building School-houses.	For Rent and Repairs, Fuel and other expenses.	Total Expenditure, for all Public School purposes.	Balances.	Average Cost per Pupil.	
						On Total Attendance.	On Average Attendance.
\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
18363 21	133 59	847 49	3317 11	22661 40	2586 19	4 62	11 09
17689 96	44 98	1278 30	3098 46	22111 70	1741 40	4 91	11 88
21793 12	109 88	3567 01	3126 17	29596 18	3716 29	5 52	12 36
30404 86	200 71	4311 62	5864 52	40781 71	5741 99	4 58	10 74
37674 20	272 82	2908 22	7434 05	48289 29	6798 78	5 49	12 37
26430 05	106 35	672 78	4297 08	31506 26	3384 50	5 57	12 93
32757 26	64 28	287 08	6461 55	39570 17	7645 88	5 78	13 03
29657 90	169 03	1489 86	6352 36	37669 15	5528 98	5 87	12 56
35398 35	290 76	3374 35	5815 55	44879 01	7415 24	5 33	12 89
28884 12	122 71	1463 39	6554 93	37025 15	6764 40	5 61	14 48
29797 88	187 06	1190 45	5502 24	36677 63	4275 98	6 56	12 50
25521 79	33 69	1545 80	4054 14	31155 42	5445 27	7 63	16 14
49939 95	247 46	1352 97	9137 89	60678 27	11026 60	6 12	14 51
38872 78	181 38	3586 44	11512 83	54153 43	8684 21	7 10	17 39
37421 60	224 03	1608 43	7073 19	46327 25	6077 74	6 94	17 08
25924 81	88 76	1612 93	4098 64	31725 14	4820 89	5 63	14 29
8508 85	17 90	626 07	1365 03	10517 85	2182 82	7 13	22 66
42709 24	336 43	6143 81	8563 93	57753 41	4259 16	6 13	15 69
51667 99	660 30	12261 61	10660 89	75250 79	8010 43	7 39	17 23
72615 39	827 44	18550 43	21637 61	113650 87	14060 91	7 65	17 09
29365 33	65 03	1722 34	5914 88	37067 58	5698 27	6 37	16 57
68071 49	644 55	15726 25	12701 48	97143 77	13579 02	6 04	14 79
26858 26	166 36	1252 65	4898 75	33176 02	3839 00	6 79	14 56
33005 58	292 43	1346 43	7082 21	41726 65	6888 66	6 69	14 25
25716 59	313 72	3857 07	5985 54	35872 92	4885 54	8 05	16 92
26408 34	229 42	3131 55	6168 90	35938 21	9637 64	7 78	16 55
28259 46	152 62	1686 06	6681 06	36779 20	15436 66	6 59	15 39
29977 22	81 13	9613 75	6461 80	46133 90	8224 30	7 53	15 59
34823 77	250 08	3276 30	6449 70	44799 85	14863 90	5 66	12 82
51000 34	375 69	4361 80	10309 50	66047 33	13967 05	7 18	15 40
46797 10	407 74	6027 07	9423 31	62655 22	21996 83	7 93	15 73
56243 99	774 98	6674 52	11507 53	75201 02	12969 34	5 88	13 31
20310 90	82 18	6131 15	3381 12	29905 35	3248 43	5 84	16 82
72544 66	771 09	8204 16	10808 57	92328 48	9766 28	5 39	14 83
43343 15	103 25	4945 29	8876 41	57268 10	8156 47	6 22	13 16
79893 76	269 61	3414 05	13339 83	96917 25	11104 56	5 90	12 83
66358 40	380 09	6662 07	12531 02	85931 58	12718 64	5 42	12 57
85119 06	621 18	4674 95	15600 80	106015 99	16422 86	7 00	14 60
42353 79	271 91	705 36	7340 66	50671 72	9528 43	6 12	13 04
48784 56	214 95	16773 74	14083 72	79856 97	16147 23	7 37	17 33
59087 18	485 79	20198 87	17224 95	96996 79	13744 17	8 39	17 54
41796 65	736 84	13738 81	8444 34	64716 64	7565 92	6 84	15 91
36650 32	1129 01	8107 31	8381 59	54268 23	7582 20	8 17	23 07
1714803 21	13139 21	220910 59	349545 84	2298398 85	371139 06	6 40	14 80
9630 02	.....	236 48	6496 54	16363 04	568 85	7 07	12 84
9973 68	1424 36	1123 34	4467 61	16988 99	158 90	7 13	12 18
10167 56	8 75	5833 07	3550 20	19559 58	886 08	9 08	17 14
37871 14	500 00	985 94	26807 94	66165 02	109 85	8 00	13 65
12189 39	73 33	943 12	6981 56	20187 40	2027 47	5 53	10 40
19730 34	181 03	8283 23	9177 33	37371 93	15650 63	7 79	14 69
27421 98	658 50	9544 84	21732 95	59358 27	7936 97	10 51	18 20
11843 34	94 50	.....	4594 16	16532 00	944 87	6 90	13 05
8214 48	50 22	4243 54	1829 39	14337 63	2257 03	6 24	9 76
109930 75	3140 08	29166 11	36221 76	178453 70	14990 27	9 69	14 97
256972 68	6130 77	60359 67	121859 44	445322 56	45530 92	8 51	14 45

I.—TABLE A.—The Public

TOWNS.	RECEIPTS.					
	For Teachers' Salaries (Legislative grant.)			Municipal School Grants and As- sessments.	Clergy Reserve Fund, Balances, and other sources.	Total Receipts for all Public School pur- poses.
	Public Schools.	R. C. Separate Schools.	Total.			
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
Almonte.....		92 50	92 50	3861 03	395 80	4349 33
Amherstburg.....	126 00	200 50	326 50	3090 00	1864 01	5280 51
Barrie.....	678 00	133 50	811 50	5889 91	269 73	6971 14
Berlin.....	629 00	91 50	720 50	5783 65	1076 53	7580 68
Bothwell.....	125 00		125 00	1885 00	912 04	2922 04
Bowmanville.....	499 00		499 00	4081 95	236 32	4817 27
Brampton.....	588 00		588 00	4100 00	405 32	5093 32
Brockville.....	782 00	256 00	1038 00	6114 92	7745 12	14898 04
Chatham.....	1036 00	177 00	1213 00	11748 19	14467 67	27428 86
Clinton.....	500 00		500 00	3400 00	216 24	4116 24
Cobourg.....	741 00	134 00	875 00	4450 00	1053 17	6378 17
Collingwood.....	604 00		604 00	4518 71	802 29	5925 00
Cornwall.....	517 00	213 50	730 50	4981 99	324 35	6036 75
Dresden.....	244 00		244 00	4116 14	761 39	5121 53
Dundas.....	400 00	170 50	570 50	4609 00	816 34	5995 84
Durham.....	148 00		148 00	1650 00	247 81	2045 81
Galt.....	764 00	77 50	841 50	5886 00	3519 53	10247 03
Goderich.....	667 00	57 00	724 00	5250 00	359 22	6333 22
Harriston.....	243 00		243 00	2137 00	37 26	2417 26
Ingersoll.....	705 00	64 00	769 00	5622 55	872 22	7263 77
Kincardine.....	355 00		355 00	3900 00	736 19	4991 19
Lindsay.....	424 00	261 50	685 50	8628 10	613 81	9927 41
Listowel.....	338 00		338 00	2604 25	245 57	3187 82
London East.....	591 00		591 00	4801 56	615 86	6008 42
Meaford.....	243 00		243 00	2200 00	91 11	2534 11
Mitchell.....	314 00		314 00	3194 43	105 09	3613 52
Milton.....	317 00		317 00	1624 00	3045 54	4986 54
Mount Forest.....	615 00		615 00	3015 00	352 79	3982 79
Napanee.....	634 00		634 00	3740 00	93 03	4467 03
Newmarket.....	335 00	53 00	388 00	3280 13	1592 41	5260 54
Niagara.....	195 00		195 00	1400 00		1595 00
Niagara Falls.....	226 00	83 00	309 00	3488 24	2970 16	6767 40
Oakville.....	202 00	34 50	236 50	2008 49	55 75	2300 74
Orangeville.....	549 00		549 00	4983 40	480 00	6012 40
Orillia.....	339 00	77 00	416 00	3821 00	445 37	4682 37
Oshawa.....	554 00	68 50	622 50	5762 25	828 78	7213 53
Owen Sound.....	749 00	39 00	788 00	5325 18	431 96	6545 14
Palmerston.....	242 00		242 00	1923 00	32 30	2197 30
Paris.....	373 00	57 50	430 50	4220 35	3270 30	7921 15
Pembroke.....	225 00	161 50	386 50	4477 89	1078 17	5942 56
Penetanguishene.....	114 00		114 00	72 76	781 99	968 75
Perth.....	562 00	75 00	637 00	2733 35	627 35	3997 70
Peterborough.....	654 00	290 00	944 00	10914 10	3914 28	15772 38
Petrollea.....	456 00		456 00	4500 00	1601 21	6557 21
Pictou.....	488 00	58 50	546 50	4517 91	922 76	5987 17
Port Hope.....	1045 00		1045 00	8300 00	257 17	9602 17
Prescott.....	415 00	144 00	559 00	3742 09	673 00	4974 09
Ridgetown.....	238 00		238 00	2090 20	8620 38	10948 58
Sandwich.....	144 00		144 00	144 00	1798 87	2086 87
Sarnia.....	599 00	113 00	712 00	8849 25	577 51	10138 76
Seaforth.....	330 00		330 00	2500 00	620 22	3450 22
Simcoe.....	495 00		495 00	2626 37	103 15	3224 52
Smith's Falls.....	274 00		274 00	2632 96	237 25	3144 21
St. Marys.....	579 00	64 50	643 50	4290 60	7376 95	12311 05
Stratford.....	1136 00	211 00	1347 00	8270 11	1806 56	11423 67
Strathroy.....	639 00		639 00	4457 60	314 51	5411 11

Schools of Ontario.

EXPENDITURE.

For Teachers' Salaries.	For Maps, Apparatus, Prizes and Libraries.	For Sites and Building School-houses.	For Rents and Re- pairs, Fuel and other expenses.	Total Expenditure for all Public School purposes.	Balances.	Average cost per Pupil.	
						On total attend- ance.	On average attend- ance.
\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
2507 84		192 64	918 50	3618 98	730 35	4 49	10 61
3415 00	32 00	250 00	1401 02	5098 02	182 49	7 64	12 58
5400 00	16 76	340 25	1192 68	6949 69	21 45	7 12	10 28
4603 03	16 05		1736 51	6355 59	1225 09	6 87	15 09
1446 28			344 07	1790 35	1131 69	6 55	13 56
3624 96		236 93	741 25	4603 14	214 13	5 52	9 96
2789 50		448 00	1476 16	4713 66	379 66	6 17	10 57
6412 10		5124 23	3094 96	14631 29	266 75	8 85	15 97
11240 00	12 43	1660 94	4854 65	17768 02	9660 84	8 36	16 00
3057 97	167 37		828 80	4054 14	62 10	6 59	11 61
4350 00	12 40		1129 45	5491 85	886 32	5 63	10 38
4090 00		353 70	1003 57	5447 27	477 73	4 63	10 20
4035 00		411 00	1271 14	5717 14	319 61	4 44	9 62
2250 00		614 80	389 31	3254 11	1867 42	6 44	13 01
4206 60	49 62	599 18	992 99	5848 39	147 45	7 15	12 01
1345 25	12 65	448 00	239 91	2045 81		7 00	13 63
5888 13	27 00	14 50	1357 06	7286 69	2960 34	5 79	10 31
4436 02	25 00		1575 62	6036 64	296 58	6 11	9 93
1816 87			556 40	2373 27	43 99	4 61	8 80
4755 00		280 09	1558 74	6573 83	689 94	6 60	11 89
3522 75			885 93	4408 68	582 51	5 19	11 10
6407 84		557 15	2906 07	9871 06	56 35	6 70	13 65
2700 00	5 00		456 29	3161 29	26 53	5 27	8 66
3908 16	4 00	930 00	944 74	5786 90	221 52	5 01	8 49
2131 25	5 00		393 18	2529 43	4 68	4 88	9 17
2796 00	25 00		772 00	3593 00	20 52	6 44	11 23
1907 00		378 00	938 71	3223 71	1762 83	8 46	15 58
2295 00			1135 79	3430 79	552 00	5 72	10 18
3225 46			1223 06	4448 52	18 51	5 24	9 46
2492 00			919 98	3411 98	1848 56	7 13	12 69
1100 00			412 77	1512 77	82 23	5 56	10 08
2506 28	27 05	500 00	837 99	3871 32	2896 08	7 74	13 08
1610 00			686 06	2296 06	4 68	5 65	10 73
3659 00	9 00	44 59	1999 78	5712 37	300 03	7 66	15 73
3453 20		272 00	914 39	4639 59	42 78	5 13	9 31
4454 39	87 48		2532 16	7074 03	139 50	6 94	12 00
4867 08	0 25		1606 47	6473 80	71 34	6 57	11 03
1686 00			473 03	2159 03	38 27	4 56	9 34
3285 42	129 50		1050 65	4465 57	3455 58	5 75	10 19
4657 27	20 00	329 63	888 65	5895 55	47 01	7 96	13 71
646 00			53 55	699 55	269 20	3 63	7 77
2975 83			764 70	3740 53	257 17	5 94	10 14
7572 90	47 89	2032 42	2318 54	11971 75	3800 63	6 18	10 96
3330 00			3227 21	6557 21		7 02	12 81
4024 12	22 99	132 41	1143 81	5323 33	663 84	8 19	14 35
6376 08		2083 00	1117 55	9576 63	25 54	8 71	14 19
3192 00	17 09	326 00	1264 32	4799 41	174 68	7 97	13 37
2022 63	4 50	7743 00	658 59	10428 72	519 86	20 82	42 22
1492 00	35 00		436 87	1963 87	123 00	7 31	15 60
4980 18			5002 23	9982 41	156 35	7 90	14 00
2470 00	3 50		575 34	3048 84	401 38	4 96	8 47
2197 42			1027 10	3224 52		5 94	11 81
2336 53	6 35	160 00	616 81	3119 69	24 52	6 01	9 12
3430 25			8325 72	11755 97	555 08	12 12	24 04
7934 60	68 45	29 16	2999 92	11032 13	391 54	5 84	10 39
3934 77	6 30		1404 50	5345 57	65 54	6 37	11 38

I.—TABLE A.—The Public

TOWNS.	RECEIPTS.					
	For Teachers' Salaries (Legislative Grant.)			Municipal School Grants and As- sessments.	Clergy Reserve Fund, Balances, and other sources.	Total Receipts for all Public School pur- poses.
	Public Schools.	R. C. Separate Schools.	Total.			
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
Thorold	232 00	109 00	341 00	3008 00	1059 39	4408 39
Tilsonburg	257 00	.....	257 00	2304 24	228 68	2789 92
Trenton	301 00	133 00	434 00	4385 00	185 94	5004 94
Walkerton	522 00	.....	522 00	2495 55	1912 35	4929 90
Waterloo	282 00	.....	282 00	3000 00	539 50	3821 50
Welland	412 00	.....	412 00	3600 00	212 65	4224 65
Whitby	518 00	48 00	566 00	4907 50	165 28	5638 78
Windsor	892 00	.....	892 00	8318 54	870 65	10081 19
Wingham	403 00	.....	403 00	2359 55	788 31	3550 86
Woodstock	882 00	.....	882 00	8580 00	5070 40	14532 40
Total	30685 00	3749 00	34434 00	281172 90	94732 86	410339 76
TOTALS.						
Total Counties, etc.	194643 90	3663 42	198307 32	1865678 13	605552 46	2669537 91
“ Cities	25738 00	6988 50	32726 50	391190 34	66936 64	490853 48
“ Towns	30685 00	3749 00	34434 00	281172 90	94732 86	410339 76
Grand Total, 1883	251066 90	14400 92	265467 82	2538041 37	767221 96	3570731 15
“ “ 1882	251356 20	14381 76	265737 96	2447214 26	757037 74	3469989 96
Increase .....	.....	19 16	.....	90827 11	10184 22	100741 19
Decrease	289 30	.....	270 14	.....	.....	.....
Percentage of Total .....	.....	.....	7½	70½	22	.....

NOTE.—Tables A. B. C. D. E. include the statistics of Roman Catholic Separate Schools. These

Schools of Ontario.

EXPENDITURE.

For Teachers' Salaries.	For Maps, Apparatus, Prizes and Libraries.	For Sites and Building School-houses.	For Rents and Re- pairs, Fuel and other expenses.	Total Expenditure for all Public School purposes.	Balances.	Average cost per Pupil.	
						On Total Attend- ance.	On Average Attend- ance.
\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
3177 23	70 00	.....	855 22	4102 45	305 94	6 11	11 93
2000 00	34 20	.....	496 39	2530 59	259 33	6 20	12 05
2962 48	.....	.....	1428 83	4391 31	613 63	5 26	10 66
2639 00	.....	.....	1495 65	4134 65	795 25	7 14	14 40
2624 88	5 00	.....	549 10	3178 98	642 52	6 36	10 39
2115 00	.....	.....	1281 64	3396 64	828 01	9 15	19 19
4336 00	.....	.....	1301 08	5637 08	1 70	8 05	15 15
7058 68	.....	.....	2417 73	9476 41	604 78	7 30	10 87
2070 00	.....	.....	1375 30	3445 30	105 56	5 82	10 87
6178 80	.....	4579 69	3462 87	14221 36	311 04	11 58	20 67
238411 03	1004 83	31071 31	94221 06	364708 23	45631 53	6 84	12 44
1714803 21	13139 21	220910 59	349545 84	2298398 85	371139 06	6 40	14 80
256972 68	6130 77	60359 67	121859 44	445322 56	45530 92	8 51	14 45
238411 03	1004 83	31071 31	94221 06	364708 23	45631 53	6 84	12 44
2210186 92	20274 81	312341 57	565626 34	3108429 64	462301 51	6 69	14 42
2144448 53	15582 97	341917 66	525024 80	3026973 96	443016 00	6 42	14 13
65738 39	4691 84	.....	40601 54	81455 68	19285 51	0 27	0 29
.....	.....	29576 09	.....	.....	.....	.....	.....
71	$\frac{6.5}{100}$	10	$18\frac{3.5}{100}$	.....	.....	.....	.....

statistics are, however, given in detail in Table F.

II.—TABLE B.—The Public

COUNTIES. (Including incorporated Villages, but not Cities or Towns.)	School Population between 5 and 16 years of age.	PUPILS ATTENDING						Boys.	Girls.
		Pupils under 5 years of age.	Pupils between 5 and 16 years of age.	Pupils between 17 and 21 years of age.	Pupils over 21 years of age.	Total number of Pupils of all ages attending school.			
Glengarry	4925	16	4812	81	1	4904	2614	2290	
Stormont	4710	23	4372	98	6	4499	2406	2093	
Dundas	5452	5	5041	127	4	5177	2678	2499	
Prescott and Russell	9354	52	8701	136	3	8892	4512	4380	
Carleton	9479	21	8602	159	3	8785	4608	4177	
Grenville	5614	16	5489	144	3	5652	2946	2706	
Leeds	6618	17	6607	204	10	6838	3585	3253	
Lanark	6680	19	6328	66	5	6418	3319	3099	
Renfrew	8600	31	8269	122	3	8425	4388	4037	
Frontenac	6532	18	6456	129	1	6604	3437	3167	
Lennox and Addington	5770	14	5418	161	1	5594	2920	2674	
Prince Edward	4000	7	3856	218	1	4082	2233	1849	
Hastings	10564	20	9685	200	4	9909	5166	4743	
Northumberland	7597	4	7343	271	5	7623	4147	3476	
Durham	6643	37	6399	237	5	6678	3565	3113	
Peterborough	5830	17	5521	98	2	5638	2955	2683	
Haliburton	1610	26	1427	22		1475	779	696	
Victoria	9565	15	9177	210	22	9424	5037	4387	
Ontario	10328	8	9808	367	3	10186	5460	4726	
York	15000	196	14218	422	13	14849	7897	6952	
Peel	5715	6	5579	216	11	5812	3054	2758	
Simcoe	16033	22	15532	497	21	16072	8405	7667	
Halton	4814	4	4684	189	7	4884	2603	2281	
Wentworth	6113	16	6003	212	5	6236	3364	2872	
Brant	4560	4	4315	136		4455	2349	2106	
Lincoln	4494	8	4460	150	1	4619	2408	2211	
Welland	5500	23	5396	163	5	5587	2989	2598	
Haldimand	6651	26	5931	171	1	6129	3197	2932	
Norfolk	7840	27	7550	332	9	7918	4143	3775	
Oxford	9025	11	8840	345	9	9205	4915	4290	
Waterloo	8080	7	7785	110	4	7906	4279	3627	
Wellington	12470	20	12385	373	7	12786	6384	5902	
Dufferin	5061	18	4893	204	9	5123	2772	2351	
Grey	16936	49	16450	588	20	17107	9262	7845	
Perth	9100	27	9041	140	4	9212	4908	4304	
Huron	16496	37	15955	397	21	16410	8696	7714	
Bruce	15856	43	15273	354	10	15680	8261	7419	
Middlesex	15164	48	14661	411	11	15131	8040	7091	
Elgin	8506	16	7905	338	21	8280	4351	3929	
Kent	10680	27	10431	360	19	10837	5752	5085	
Lambton	11450	45	11273	229	4	11551	6067	5484	
Essex	9595	18	9240	190	13	9461	4992	4469	
Districts	6830	22	6485	136	1	6644	3460	3184	
Total	361840	1080	347596	9713	308	358697	189893	168894	
CITIES.									
Belleville	2610		2311	4		2315	1160	1155	
Brantford	3000		2378	3	1	2382	1222	1160	
Guelph	2450	1	2147	8		2156	1079	1077	
Hamilton	8918	15	8222	20		8257	4181	4076	
Kingston	4360		3605	44		3649	1888	1761	
London	4900	6	4768	19		4793	2477	2316	
Ottawa	6951	10	5611	28		5649	3240	2409	
St. Catharines	2560	3	2380	15		2398	1131	1267	
St. Thomas	2300		2286	10	1	2297	1133	1164	
Toronto	20000	11	18340	47	1	18408	9329	9079	
Total	58049	46	52057	198	3	52304	26840	25464	

Schools of Ontario.

THE PUBLIC SCHOOLS.

NUMBER OF PUPILS ATTENDING SCHOOL.						Number of children between 7 and 13 years of age not attending any school for 110 days during the year.	Number of children between 7 and 13 years of age not attending any school during the year.	Average Attendance of pupils.	Percentage of Average Attendance to total number attending school.
Less than 20 days during the year.	20 to 50 days.	51 to 100 days.	101 to 150 days.	151 to 200 days.	201 days to the whole year.				
589	987	1316	1085	765	162	150	1399	2044	42
580	863	1155	943	825	133	53	713	1861	42
564	883	1304	1119	1170	137	61	1411	2314	45
1003	1808	2301	1844	1592	344	595	3137	3798	43
927	1560	2263	1915	1700	420	135	1977	3903	45
503	1092	1511	1326	1064	156	43	1508	2437	43
659	1292	1804	1550	1346	187	54	1450	3036	45
575	982	1541	1513	1462	345	65	1638	2992	47
1026	1654	2356	1725	1456	198	395	2044	3483	42
990	1466	1835	1263	907	143	220	2559	2557	39
753	1140	1499	1211	912	79	25	1611	2125	38
335	692	994	920	915	226	16	659	1930	47
1227	1931	2590	2078	1699	384	467	2791	4183	42
653	1485	2102	1764	1345	274	209	2056	3114	41
659	1313	1797	1475	1213	221	48	929	2712	41
664	1106	1561	1260	875	172	74	1886	2219	39
278	377	445	250	108	17	93	607	464	32
1192	2197	2418	1965	1445	207	139	1993	3680	40
999	1882	2637	2318	1983	367	149	1652	4368	43
1288	2678	3744	3361	3092	686	170	2846	6647	45
552	1099	1570	1371	1111	109	50	1389	2237	39
1528	3096	4297	3678	2744	729	440	3247	6569	41
418	799	1206	1194	1146	121	40	1137	2278	47
558	1034	1573	1471	1319	281	50	1172	2929	47
371	750	1167	1026	937	204	4	721	2120	48
420	745	1105	1025	1144	180	14	1070	2171	47
522	1033	1451	1201	1067	313	213	1059	2389	43
494	938	1512	1431	1429	325	101	1217	2963	49
789	1451	2160	1762	1528	228	65	1299	3493	44
648	1537	2240	2246	2113	421	47	1420	4289	47
480	1148	1857	1951	2098	372	31	1676	3984	51
1071	2419	3515	2886	2484	411	168	3293	5649	44
700	1115	1373	1180	657	98	157	1944	1778	35
1987	3628	5067	3578	2385	462	304	4487	6227	37
635	1401	2294	2399	2097	386	50	1610	4351	47
1320	2794	4032	4030	3571	663	164	3269	7554	46
1477	2890	3857	3780	3208	468	263	3649	6835	44
1122	2315	3323	3421	4144	806	117	2399	7260	48
723	1413	1879	1948	1862	455	26	78	3885	47
1190	2011	2701	2376	2152	407	219	2503	4608	43
1018	1774	2652	2510	3034	563	79	2285	5531	48
1000	1633	2388	2125	2037	278	199	2220	4066	43
864	1431	1851	1383	922	193	255	1334	2352	36
35351	65842	92243	80867	71063	13331	6217	79344	155385	43
125	274	545	465	853	53	.....	444	1274	55
136	281	573	506	879	7	.....	.....	1395	59
121	278	489	528	736	4	.....	.....	1141	53
326	775	1773	1550	3624	209	.....	.....	4846	59
236	418	1007	826	1089	73	.....	.....	1941	53
408	770	1116	1021	1459	19	375	.....	2544	53
302	581	1176	1156	1767	667	.....	644	3260	58
140	299	593	548	799	19	153	136	1267	53
192	297	559	448	796	5	.....	480	1269	55
773	1791	3953	3363	8317	211	.....	.....	11922	65
2759	5764	11784	10411	20319	1267	528	1704	30859	59

II—TABLE B.—The Public

TOWNS.	School population between 5 and 16 years of age.	PUPILS ATTENDING						
		Pupils under 5 years of age.	Pupils between 5 and 16 years of age.	Pupils between 17 and 21 years of age.	Pupils over 21 years of age.	Total number of Pupils of all ages attending school.	Boys.	Girls.
Almonte	830		806			806	454	352
Amherstburg	791		657	10		667	358	309
Barrie	1150		957	19		976	473	503
Berlin	1161		922	3		925	509	416
Bothwell	300		267	6		273	138	135
Bowmanville	850		833			833	424	409
Brampton	900		762	2		764	405	359
Brockville	1800		1653			1653	818	835
Chatham	2200		2122	2	1	2125	1081	1044
Clinton	650		615			615	280	335
Cobourg	1200		969	5	1	975	491	484
Collingwood	1300	1	1169	6		1176	575	601
Cornwall	1350		1281	7		1288	692	596
Dresden	520		500	5		505	246	259
Dundas	962		816	2		818	399	419
Durham	350		288	4		292	145	147
Galt	1358		1260			1260	609	651
Goderich	1150		982	6	1	989	507	482
Harriston	520		512	3		515	238	277
Ingersoll	1050		986	10		996	508	488
Kincardine	903	2	844	2		848	391	457
Lindsay	1600	5	1446	22	1	1474	717	757
Listowell	650		600			600	308	292
London East	1200		1155			1155	619	536
Meaford	550		512	6		518	252	266
Mitchell	665		557	1		558	277	281
Milton	400		379	2		381	188	193
Mount Forest	650		599	1		600	281	319
Napanee	900	1	843	5		849	442	407
Newmarket	580		470	9		479	267	212
Niagara	344	4	264	4		272	147	125
Niagara Falls	668		497	3		500	243	257
Oakville	500	1	402	3		406	214	192
Orangeville	800		743	3		746	404	342
Orillia	985		903	1		904	464	440
Oshawa	1058		1014	4		1018	508	510
Owen Sound	1060		986			986	500	486
Palmerston	500		471	3		474	253	221
Paris	876		770	7		777	381	396
Pembroke	815		737	4		741	363	378
Penetanguishene	240		192	1		193	84	109
Perth	750		630			630	304	326
Peterborough	2000		1933	4	1	1938	1025	913
Petrolia	959		934			934	489	445
Pictou	780	2	642	6		650	329	321
Port Hope	1358		1094	5		1099	551	548
Prescott	620		592	10		602	311	291
Ridgetown	500		485	16		501	253	248
Sandwich	280	9	252	8		269	123	146
Sarnia	1365		1259	4		1263	620	643
Seaforth	625		614			614	295	319
Simcoe	620		540	3		543	323	220
Smith's Falls	560		519			519	258	261
St. Marys	1050	9	960	1		970	501	469
Stratford	2000	5	1880	2		1887	1021	866
Strathroy	950		825	14		839	423	416
Thorold	760		658	13		671	299	372
Tilsenburg	450		396	11	1	408	208	200
Trenton	900		833	1		834	427	407
Walkerton	650		571	7		578	288	290

Schools of Ontario.

THE PUBLIC SCHOOLS.

NUMBER OF PUPILS ATTENDING SCHOOL.						No. of children between 7 and 13 years of age not attending any school during the year.	No. of children between 7 and 13 years of age not attending school for 110 days during the year.	Average Attendance of pupils.	Percentage of Average Attendance to total number attending school.
Less than 20 days during the year.	20 to 50 days.	51 to 100 days.	101 to 150 days.	151 to 200 days.	201 days to the whole year.				
95	219	206	158	122	6		211	341	43
33	69	129	119	229	88		66	405	61
26	75	126	170	512	67			676	70
62	94	185	254	329	1		212	421	46
18	50	63	49	77	16		59	132	49
56	124	202	170	276	5			462	56
51	81	168	178	286			68	446	59
99	199	409	350	596				916	56
109	294	413	543	677	89			1110	52
54	75	160	209	114	3		124	349	56
82	158	247	202	283	3		193	529	54
128	184	316	273	274	1		334	534	46
156	211	355	220	342	4		284	594	46
43	89	103	90	150	30		152	250	50
67	114	190	197	233	17			487	60
9	46	89	60	72	16		59	150	52
92	144	250	286	464	24		256	707	56
26	95	207	229	432			83	608	62
19	98	103	138	149	8	283	124	270	53
70	121	220	226	319	40		234	553	56
68	118	232	213	201	16		175	397	47
115	207	307	406	436	3		377	723	49
43	88	150	137	180	2	42	109	365	61
70	165	266	242	291	121		175	681	59
43	66	110	108	163	28		122	276	53
26	68	118	116	210	20			320	58
22	49	83	82	138	7		74	207	54
46	69	108	130	229	18			337	56
58	102	188	218	273	10		225	470	56
29	72	96	107	159	16	10	76	269	56
19	33	71	60	77	12		82	150	55
30	55	82	96	187	50		74	296	59
29	52	80	99	146		10	89	214	53
74	95	173	222	180	2	54	210	363	49
64	107	209	218	291	15			498	55
66	120	226	192	369	46	8	269	590	58
71	144	171	196	377	27			587	60
54	52	131	107	96	34		176	231	49
41	89	185	180	265	17		133	438	56
36	89	162	204	215	35			430	58
25	28	35	56	45	4			90	47
35	61	103	139	292			75	369	59
130	243	476	481	608				1092	56
66	97	217	236	318		15	216	512	55
45	66	118	145	240	36			371	57
38	107	210	252	492		22	103	675	62
19	53	126	171	232	1	12	36	359	60
29	74	154	127	116	1		120	247	50
24	44	75	53	72	1			126	48
50	166	293	288	459	7	8	308	713	56
30	75	135	120	252	2	17	139	360	59
41	74	124	124	179	1			273	50
18	43	86	153	180	39		83	342	66
47	126	261	226	229	81		216	489	51
122	218	379	445	713	10			1062	56
61	80	173	180	333	12		76	470	56
49	110	138	131	219	24			344	51
28	64	102	81	107	26			210	51
99	189	281	102	162	1		108	412	49
46	83	118	124	196	11			287	49

II.—TABLE B.—The Public

TOWNS.	School population between 5 and 16 years of age.	PUPILS ATTENDING						
		Pupils under 5 years of age.	Pupils between 5 and 16 years of age.	Pupils between 17 and 21 years of age.	Pupils over 21 years of age.	Total number of Pupils of all ages attending school.	Boys.	Girls.
Waterloo	606	.....	500	.....	.....	500	260	240
Welland	487	.....	365	6	.....	371	168	203
Whitby	800	.....	688	12	.....	700	372	328
Windsor	1745	.....	1297	1	.....	1298	611	687
Wingham	521	.....	576	16	.....	592	292	300
Woodstock	1230	.....	1224	4	.....	1228	624	604
Total	58902	39	53008	315	6	53368	27028	26340
TOTALS.								
Counties, etc.	361840	1080	347596	9713	308	358697	189803	168894
Cities.	58049	46	52057	198	3	52304	26840	25464
Towns!	58902	39	53008	315	6	53368	27028	26340
Grand Total, 1883.	478791	1165	452661	10226	317	464369	243671	220698
Do. 1882.	483817	1352	457178	12573	409	471512	246966	224546
Increase. ....	.....	.....	.....	.....	.....	.....	.....	.....
Decrease.	5026	187	4517	2347	92	7143	3295	3848
Percentage of Grand Total as compared with total attendance. ....	.....	$\frac{25}{100}$	$97\frac{48}{100}$	$2\frac{20}{100}$	$\frac{7}{100}$	.....	52	48

* The average attendance is calculated in a different manner from that of England or the

Schools of Ontario.

THE PUBLIC SCHOOLS.

NUMBER OF PUPILS ATTENDING SCHOOLS.						No. of children between 7 and 13 years of age not attending any school during the year.	No. of children between 7 and 13 years of age not attending school for 110 days during the year.	Average Attendance of pupils.*	Percentage of Average Attendance to total number attending school.
Less than 20 days during the year.	20 to 50 days.	51 to 100 days.	101 to 150 days.	151 to 200 days.	201 days to the whole year.				
19	37	101	95	221	27	.....	81	306	61
51	60	100	92	68	.....	40	256	177	48
60	88	161	149	238	4	.....	242	372	54
68	204	264	371	391	.....	.....	64	872	68
40	88	124	108	189	43	.....	99	317	54
75	164	258	262	468	1	.....	337	688	56
3614	7022	11900	12165	17438	1229	521	7384	29317	55
35351	65842	92243	80867	71063	13331	6217	79344	155385	43
2759	5764	11784	10411	20319	1267	528	1704	30859	59
3614	7022	11900	12165	17438	1229	521	7384	29317	55
41724	78628	115927	103443	108820	15827	7266	88432	215561	46
43610	81621	117941	102644	107814	17882	8086	87444	214176	45
.....	.....	.....	799	1006	.....	.....	988	1385	1
1886	2993	2014	.....	.....	2055	820	.....	.....	.....
9	17	25	22	23	4	1 $\frac{5.6}{100}$	19	.....	.....

United States, the divisor used being the *legal*, not the *actual* number of teaching days.

III.—TABLE C.—The Public

NUMBER OF PUPILS IN THE

COUNTIES. (Including Incorporated Villages but not Cities or Towns.)	READING.						Spelling.	Writing.	Arithmetic.	Drawing.
	1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	6th Class.				
Glengarry.....	1772	1047	1092	938	55	.....	4526	4138	4090	2198
Stormont.....	1481	1043	1166	803	6	.....	4074	3588	3534	590
Dundas.....	1672	1188	1350	934	33	.....	4361	4254	4594	1413
Prescott and Russell.....	4422	1713	1613	1059	85	.....	5659	6389	6699	1518
Carleton.....	2578	2069	2322	1535	259	22	6704	7017	6999	1066
Grenville.....	1716	1217	1426	1216	72	5	4916	4764	4694	697
Leeds.....	1987	1431	1961	1367	92	.....	6121	5071	5365	1076
Lanark.....	2247	1560	1601	902	108	.....	5353	5106	5439	1707
Renfrew.....	3033	2023	1905	1215	242	7	5786	6446	6653	1442
Frontenac.....	2423	1774	1606	759	42	.....	5493	5410	5618	2503
Lennox and Addington.....	1703	1205	1758	897	31	.....	4860	4955	4913	2526
Prince Edward.....	1031	889	1008	1049	105	.....	3744	3783	3753	2501
Hastings.....	4388	2361	2180	838	130	12	8632	8748	9033	2602
Northumberland.....	2389	1874	1918	1338	102	2	6728	6956	6929	2450
Durham.....	2067	1603	1890	871	234	13	5895	6030	5694	3799
Peterborough.....	2189	1349	1423	652	25	.....	4561	4829	4995	1315
Haliburton.....	604	398	360	113	.....	.....	1238	1209	1275	112
Victoria.....	3261	2230	2435	1363	135	.....	8229	8547	8380	4585
Ontario.....	3105	2189	2494	2188	203	7	9620	8819	9205	4308
York.....	5164	3210	3675	2577	218	5	12986	13198	12960	7220
Peel.....	2249	1308	1390	849	16	.....	5080	5273	5243	2769
Simcoe.....	5585	4206	3774	2396	101	10	12153	13281	13697	4977
Halton.....	2159	1304	1092	329	.....	.....	4844	4811	4856	4128
Wentworth.....	1814	1397	1631	1285	95	14	5736	5545	5737	2048
Brant.....	1259	1033	1168	785	185	25	4455	4455	4455	1795
Lincoln.....	1340	971	1255	984	68	1	3928	4078	4108	2333
Welland.....	1626	1158	1444	1245	114	.....	4520	4909	5019	2163
Haldimand.....	1965	1560	1345	1083	171	5	6229	5683	5670	1947
Norfolk.....	2300	1915	2028	1516	154	5	6212	5458	5536	1684
Oxford.....	2872	2089	2384	1599	258	3	8319	8056	8536	2829
Waterloo.....	2985	1616	2032	919	257	97	7158	7862	7896	4934
Wellington.....	4392	3032	3269	1835	254	4	11648	11569	11736	4689
Dufferin.....	1888	1257	1235	728	15	.....	4285	4541	4678	2587
Grey.....	5401	4078	4772	2690	156	10	17134	15202	15074	10698
Perth.....	2819	2051	2770	892	553	127	8058	8259	8282	2940
Huron.....	5126	3498	4408	2827	519	32	14701	14533	14877	9846
Bruce.....	6005	3761	3903	1874	130	7	14533	13917	14165	5506
Middlesex.....	4963	3953	3609	2194	389	23	13669	13975	14250	11759
Elgin.....	2032	1645	2206	2056	334	7	6603	6553	6783	2140
Kent.....	3766	2436	2737	1649	225	24	9490	9270	9334	4445
Lambton.....	4464	2586	2694	1580	218	9	10177	10441	10361	7664
Essex.....	4640	2020	1679	933	187	2	8560	8374	8978	3945
Districts.....	2785	1887	1391	542	33	.....	5529	5359	5093	1812
Total.....	123667	83134	89399	55404	6615	478	312507	310861	315186	145266
CITIES.										
Belleville.....	1024	488	526	263	14	.....	1934	2300	2018	1669
Brantford.....	782	454	772	374	.....	.....	2382	2382	2337	2262
Guelph.....	727	366	648	415	.....	.....	1942	1899	2015	1556
Hamilton.....	3553	1613	2055	916	104	16	7987	8055	8106	7207
Kingston.....	1216	672	841	500	240	120	3303	3293	3309	2811
London.....	1681	1108	1389	564	51	.....	4310	3208	4523	4080
Ottawa.....	1753	1367	1550	558	402	19	4598	5014	4719	3903
St. Catharines.....	810	489	569	439	87	4	2298	2298	2398	1722
St. Thomas.....	1068	523	359	347	.....	.....	2282	2297	2297	2297
Toronto.....	7466	4253	3742	1940	849	158	17944	17992	18094	16559
Total.....	20080	11333	12451	6376	1747	317	48980	48738	49816	44066

Schools of Ontario.

DIFFERENT BRANCHES OF INSTRUCTION.

Geography.	Music.	Grammar and Composition.	History.	Object Lessons.	Temperance and Hygiene.	Domestic Economy (for Girls).	Drill (with Calisthenics for Girls).	Algebra.	Geometry.	Elementary Physics.	Agriculture.
2657	606	2205	1153	2588	67		160	67	55		
2366	124	2036	629	343		51	194	51	46	11	
3195	190	2637	873	1084	131		229	46	48		
2779	925	2726	1024	2654	151	45	950	45		41	
3409	828	3180	1144	1471	212		442	252	189	5	4
2859	299	2291	1020	959	182			64	61		
3939	297	2900	1462	709	68		165	102	90	18	
3258	925	2682	1145	1776	182		254	99	102		
4136	683	3452	1282	1449	109	75	424	64	46		
3958	1184	2456	1110	1552	274	195	421	52	94		14
3116	575	2511	931	1252	329	2	545	58	56	26	
3132	431	2444	1071	1395	844		547	109	108	15	
5515	2870	4111	1163	3184	1004	20	2066	105	92	4	
5137	900	3515	1661	2519	407	29	538	120	102	3	
1615	781	1063	1068	2813	257		1348	186	147	7	
3851	357	2760	687	420			332	11	10		
630	248	374	172	145			23	3	3	1	
5922	2725	3877	1500	1584	262	50	559	127	155	10	
5686	2797	4844	2146	2926	1089	36	1898	185	168		39
7837	5611	7345	2848	4956	2088	217	2492	241	375	66	9
3488	1128	2432	1511	586	558	128	1274	44	31	1	
8703	3385	6818	2679	3845	2882	155	1600	204	167	7	55
2623	1298	1836	790	3425	399	58	895	44	49		
3549	1958	3041	1394	1652	476	43	1127	94	219	53	1
4455	1588	2153	2092	958	331		347	169	158	23	26
2846	737	2390	894	1065	918	9	347	69	45		
3161	1635	2732	1166	1822	687	5	1368	96	95		20
3768	805	2157	1387	1251	207		1556	113	162	10	
4119	918	2693	1140	637	322		289	93	89	11	42
5360	1823	4417	2371	3194	761	8	1702	265	320	21	1
4534	4724	3513	1742	3815	2146	110	789	217	254	62	
7599	2759	5634	3790	2559	945	50	1591	296	383	24	
2790	1195	2321	1094	2198	1270	34	1133	48	86		55
9781	4320	7960	3292	5279	1351	40	2218	296	436	14	60
5188	1812	1441	2510	2490	1225		861	498	545	2	
11183	6435	8203	4929	7438	5868	16	4156	651	766	17	85
9025	3687	6534	2881	5882	1837	144	2509	178	210	66	51
9072	5257	8044	2656	7400	4291	33	4064	327	331	21	1
4503	1159	3561	1909	2503	398		194	186	245	4	2
6151	2683	4767	1894	3575	1603	67	1804	234	331	30	
7353	4367	6169	2618	6068	2781		2825	233	217	11	74
5164	1194	3017	1569	4001	1732	19	1431	78	120	15	55
3219	1752	2496	915	1497	614	181	768	41	82		
202631	79974	153738	71312	108919	41258	1820	48435	6461	7288	601	593
1383	1505	784	377	339		70	1594	13	13		
2217	2382	1128	571	1413	1524	57	2138	160	91		
1386	920	1175	534	910	69		1681		48		
4751	5539	2973	2137	5837		324	4107	76	76		
2451	2527	2031	893	2140	213	1782	1898	256	256	78	
3174	4706	2193	1342	1322	1137	228	2438	418	539		
2687	4427	2780	1232	2255		299	706	282	432		28
1573	2163	1151	683	1069	405	1735	2078	26	66		
2160	624	847	386	1591			282				
16269	17434	13530	4636	12960	7000	4643	17758	1519	1853		
38051	42227	28572	12791	29836	10348	9138	34680	2750	3374	78	28

III.—TABLE C.—The

NUMBER OF PUPILS IN THE

TOWNS.	READING.						Spelling.	Writing.	Arithmetic.	Drawing.
	1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	6th Class.				
Almonte.....	264	252	151	139			742	806	806	159
Amherstburg.....	321	112	128	66	40		589	558	665	345
Barrie.....	263	256	307	150			898	898	925	517
Berlin.....	465	151	194	115			854	880	880	829
Bothwell.....	101	67	72	19	13	1	257	245	263	199
Bowmanville.....	267	187	187	192			766	679	740	597
Brampton.....	379	145	122	118			539	539	764	764
Brockville.....	656	387	398	206	6		1653	1653	1653	42
Chatham.....	816	586	396	327			2074	2099	2104	1801
Clinton.....	249	130	111	125			547	433	615	125
Cobourg.....	373	231	240	123	8		911	922	925	644
Collingwood.....	437	326	234	179			1176	1017	1017	595
Cornwall.....	668	268	178	136	38		1288	1288	1288	879
Dresden.....	208	110	108	38	41		505	505	505	393
Dundas.....	236	122	249	192	19		769	768	768	215
Durham.....	91	56	72	73			256	256	292	292
Galt.....	546	172	317	120	86	19	1237	1252	1235	1194
Goderich.....	365	226	229	169			989	989	989	914
Harriston.....	173	126	166	50			412	412	393	273
Ingersoll.....	381	133	338	194			802	996	996	84
Kincardine.....	317	162	220	149			848	848	848	269
Lindsay.....	466	376	330	255	47		1343	1174	1395	661
Listowel.....	262	160	100	78			600	426	426	426
London East.....	529	262	226	138			1155	1155	1155	1155
Meaford.....	191	82	133	99	13	9	327	327	518	283
Mitchell.....	227	113	152	66			558	558	411	255
Milton.....	209	77	73	12	10		381	381	381	381
Mount Forest.....	224	148	168	50	10		600	600	600	600
Napanee.....	305	213	182	149			849	849	849	149
Newmarket.....	135	142	110	90			433	463	451	401
Niagara.....	105	55	72	40			242	242	242	69
Niagara Falls.....	190	90	123	97			451	418	421	418
Oakville.....	185	76	96	49			406	401	401	382
Orangeville.....	313	185	155	93			746	746	746	746
Orillia.....	327	290	159	128			666	732	904	784
Oshawa.....	461	212	246	99			907	981	991	956
Owen Sound.....	344	223	242	177			880	847	867	847
Palmerston.....	224	79	95	76			474	474	474	164
Paris.....	300	171	172	134			757	757	757	239
Pembroke.....	300	184	151	106			699	695	646	259
Penetanguishene.....	130	27	19	14	3		164	164	169	14
Perth.....	175	175	150	130			625	603	625	135
Peterboro'.....	798	344	434	348	14		1905	1517	1564	1092
Petrollea.....	291	260	260	83	30	10	934	700	934	400
Pictou.....	202	179	126	140	3		640	630	630	269
Port Hope.....	389	256	223	160	71		1099	1099	1099	71
Prescott.....	154	168	127	153			546	534	534	504
Ridgetown.....	113	123	122	128		15	470	470	470	350
Sandwich.....	93	81	62	33			269	246	248	80
Sarnia.....	410	332	294	227			1213	1263	1263	1012
Seaforth.....	221	128	129	136			614	614	614	614
Simcoe.....	223	140	90	90			543	543	543	30
Smith's Falls.....	247	83	87	102			417	385	381	372
St. Marys.....	306	205	225	218	16		926	926	926	796
Stratford.....	634	368	626	259			1800	1779	1880	885
Strathroy.....	321	207	165	146			889	839	839	839
Thorold.....	218	120	190	128	15		669	548	620	458

Public Schools of Ontario.

DIFFERENT BRANCHES OF INSTRUCTION.

Geography.	Music.	Grammar and Composition.	History.	Object Lessons.	Temperance and Hygiene.	Domestic Economy (for Girls).	Drill (with Calisthenics for Girls).	Algebra.	Geometry.	Elementary Physics.	Agriculture.
459		459	227	58			58				
353	631	335	175	345	345	310	522	30	30		
481	62	481	209	503							
443	712	309	259	735							
145		103	49	68	49		68	7	13	13	
443	489	258	64	415							
385	583	240	240	646			764				
936	260	698	286			70					
1691	1431	1657	328	1428	1238	427	768	2	2	6	
366	547	300	125	490			615	73	73		29
683	369	440	246	555			356	8	8		
485	494	485	171	87							
526	446	526	114	1215	76		465	38	38	24	
393	393	333	179	79			341	41	41		
522	506	553	257	224			67				
256	292	145	101	275							
640	720	630	216	787	240		498	17	17	9	
624	848	624	224	563	132		848	29	8		
273	515	273	67	448			147				
628	100	532	260	37	83						
531	353	369	149	666							
855	506	522	385	364	148		909	22	60		
338		258	78	178							
566	382	364	138	370							
283	235	283	156	235							
331		255	124	331				20	20		
173	359	172	22	381	172		381	10	10		
312	376	312	122	381	51		381	10	10	51	
469		382	149								
284	318	222	108	318			168	2	1		
167		112	40	125	147						
401	446	290	112	431	82		371				
205		205	79	284							
433	498	248	248	498			746				
465	654	436	232	51							
655	891	512	299	970	612	23	981				
636	211	586	301	692			360				
250	259	171	76				174	3	3		
534	90	534	150	294							
451	555	412	229	502		166	45		96		
63		36	16								
364	62	280	195	245				3	5		
1472	216	1041	463	521	180	216	556	2	2		
643	820	383	162	700			453	23	26	26	
408		333	143	321				40	40		
710		454	231				550		52		
448		377	177	376	142		261	71	71		
320	200	320	170	200			180	60	25	60	
173	269	152	55	238							
907	1012	506	573	846		86					
370	614	329	114	478		251	908	1			
400		400	70				349		69		
331	519	233	132	280			200				
758	752	459	339	536			143				
1276	1494	968	398	1210				16	16		
518	765	839	74	765			77				
444	78	405	195	70	131	92	839	1	1		

III.—TABLE C.—The

NUMBER OF PUPILS IN THE

TOWNS.	READING.						Spelling.	Writing.	Arithmetic.	Drawing.
	1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	6th Class.				
Tilsonburg.....	175	72	91	70	.....	.....	408	408	408	408
Trenton.....	447	228	89	70	.....	.....	834	834	834	65
Walkerton.....	210	139	123	106	.....	.....	578	578	578	578
Waterloo.....	171	116	107	79	18	9	500	500	500	443
Welland.....	76	68	144	83	.....	.....	365	365	365	40
Whitby.....	212	126	179	183	.....	.....	585	648	585	492
Windsor.....	490	333	279	186	10	.....	1077	1176	1145	1008
Wingham.....	165	110	183	90	44	.....	551	551	596	275
Woodstock.....	594	284	204	146	.....	.....	1228	1228	1228	1228
Total.....	20288	12015	12130	8324	557	54	50385	49417	50784	32763
TOTALS.										
Total Counties, etc.	123667	83134	89399	55404	6615	478	312507	310861	315186	145266
“ Cities.....	20080	11333	12451	6376	1747	317	48980	48738	49816	44066
“ Towns.....	20288	12015	12130	8324	557	54	50385	49417	50784	32763
Grand Total, 1883.....	164035	106482	113980	70104	8919	849	411872	409016	415786	222095
“ “ 1882.....	164810	106229	117352	71740	10357	1024	390920	398404	419557	176434
Increase.....	.....	253	.....	.....	.....	.....	20952	10612	.....	45661
Decrease.....	775	.....	3372	1636	1438	175	.....	.....	3771	.....
Percentage of Grand Total as compared with total attendance.....	35	23	25	15	2	$\frac{19}{100}$	88	88	90	48

Public Schools of Ontario.

DIFFERENT BRANCHES OF INSTRUCTION.

Geography.	Music.	Grammar and Composition.	History.	Object Lessons.	Temperance and Hygiene.	Domestic Economy (for Girls).	Drill (with Calisthenics for Girls).	Algebra.	Geometry.	Elementary Physics.	Agriculture.
408	408	307	112	247		173	64	70	38	9	
466		169	100	423	55		601				
439	246	229	50	578			208				
253	336	213	106	318							
203	132	203	45	217							
511	391	531	183	373	248	27	429				
871	779	775	298	830	63	96	243	6	6		
476	458	321	138	552	551			44	44		
412		350	350	594			1228				
32715	25082	26639	11883	26947	4745	1937	17416	649	825	198	29
202631	79974	153738	71312	108919	41258	1820	48435	6461	7288	601	593
38051	42227	28572	12791	29836	10348	9138	34680	2750	3374	78	28
32715	25082	26639	11883	26947	4745	1937	17416	649	825	198	29
273397	147283	208949	95986	165702	56351	12895	100531	9860	11487	877	650
280517	158694	209184	102931	175274	33926	10748	103954	11280	11616	2341	2214
					22425	2147					
7120	11411	235	6945	9572			3423	1420	129	1464	1564
59	32	45	21	36	12	3	22	2	3	190	1700

IV.—TABLE D.—The Public

PUBLIC SCHOOL

TOTALS.	TOTAL.			ANNUAL		
	Public School Teachers.	Male.	Female.	Highest Salary paid.	Lowest Salary paid Male Teacher.	Average Salary of Male Teacher.*
Counties, etc.....	5522	2553	2969	\$ 800	\$ 120	\$ 394
Cities.....	687	121	566	1200	275	764
Towns.....	702	155	547	1000	200	605
Grand Total, 1883.....	6911	2829	4082	1200	120	422
do do 1882.....	6857	3062	3795	1100	120	.....
Increase.....	54	.....	287	100	.....	.....
Decrease.....	.....	233	.....	.....	.....	.....

* In making these calculation the salaries of R. S. Separate School

Schools of Ontario.

TEACHERS.

SALARIES.		CERTIFICATES.							
Average Salary of Female Teacher.*	Number of Teachers who have attended Normal School.	Total Number of Certificates.	Provincial 1st Class.	Provincial 2nd Class.	1st Class Co. Board (old).	2nd Class Co. Board (old).	3rd Class.	Temporary Certificates.	Other Certificates.
\$ 252	1225	5522	73	1522	132	56	3145	566	28
362	364	687	89	341	10	5	80	4	158
277	264	702	49	304	41	10	201	33	64
271	1853	6911	211	2167	183	71	3426	603	250
.....	1873	6857	246	2169	216	122	3471	409	224
.....	.....	54	.....	.....	.....	.....	.....	194	26
.....	20	.....	35	2	33	51	45	.....	.....

teachers, being members of religious orders, are omitted.

V.—TABLE E.—The Public

TOTALS.	TOTAL.			SCHOOL HOUSES.					TITLE.		SCHOOL	
	Number of School Sections.	Number of Schools Open.	Number of Schools closed or not reported.	Brick.	Stone.	Frame.	Log.	Total.	Freehold.	Rented.	Inspectors.	Trustees.
Counties, etc.	4969	4905	64	1584	459	2277	617	4937	4813	124	9243	13165
Cities.	144	144	.....	107	19	18	.....	144	140	4	1826	2501
Towns.	203	203	.....	129	26	48	.....	203	201	2	1312	1617
Grand Total, 1883	5316	5252	64	1820	504	2343	617	5284	5154	130	12381	17283
do do 1882.	5255	5203	52	1774	502	2306	645	5227	5097	130	12957	16845
Increase.	61	49	12	46	2	37	.....	57	57	.....	.....	438
Decrease. ....	.....	.....	.....	.....	.....	.....	28	.....	.....	.....	576	.....

VI—TABLE F.—THE ROMAN CATHOLIC SEPARATE SCHOOLS OF ONTARIO.

[illegible]

VII.—TABLE G.—The

HIGH SCHOOLS.	MONEYS.					MONEYS.			
	RECEIPTS.					EXPENDITURE.			
	Legislative Grant for Teachers' salaries.	Municipal Grants.	Fees.	Balances and other sources.	Total Receipts.	Teachers' salaries.	Building, Rent and Repairs.	Maps, Apparatus, Prizes and Libraries.	
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
Orillia.....	555 44	1855 40	121 75	11 20	2543 79	2157 92	47 45		
Oakville.....	534 42	1083 59		373 66	1991 67	1400 00	76 66		
Dundas.....	598 82	1789 82		73 69	2462 33	1697 14			
Waterdown.....	598 19	889 85	335 25	443 68	2266 97	1500 00	28 30	2 60	
Paris.....	522 54	1722 54		559 44	2804 52	1700 00	297 64	31 32	
Beamsville.....	505 98	756 24		300 93	1563 15	1100 00	7 48		
Grimsby.....	512 90	1123 60	70 00	14 32	1720 82	1216 66	21 18		
Niagara.....	497 10	998 50		3 67	1499 27	1350 00	8 09		
Smithville.....	530 29	840 85		518 82	1889 96	1223 50	64 77	5 00	
Niagara Falls, South.....	542 23	1042 23		179 74	1764 20	1275 00	39 38		
Thorold.....	620 79	1620 79		602 85	2844 43	1833 60	70 17	11 00	
Welland.....	626 98	1625 16		142 66	2394 80	1825 50	21 88		
Caledonia.....	635 56	1185 56	403 92	388 59	2613 63	2133 32	111 67	54 07	
Cayuga.....	505 17	1010 17		577 39	2092 73	1345 22	13 88		
Dunnville.....	530 07	1030 07		727 72	2287 86	1355 66	20 80		
Port Dover.....	519 67	519 67		278 33	1317 67	1216 67			
Port Rowan.....	535 58	535 58		736 60	1807 76	1635 61			
Simcoe.....	802 04	1625 07			2427 11	1550 00	257 70	37 10	
Ingersoll.....	681 66	2067 00		5 39	2754 05	2186 54	111 38	19 02	
Woodstock.....	762 48	2062 48	258 75	2315 64	5399 35	2939 80	1714 28	40 80	
Berlin.....	736 15	1736 15	580 00	759 52	3811 82	2800 00	102 69	26 13	
Galt, C. I.....	1815 21	3788 11	1509 00	2836 04	9948 36	6052 21	80 24	191 91	
Elora.....	608 83	596 73		1182 40	2387 96	1275 00	11 43		
Fergus.....	560 20	930 20		660 60	2151 00	1216 66		38 80	
Harriston.....	736 14	1636 14	421 51	2525 09	5318 88	2407 83	42 99		
Mount Forest.....	776 31	1976 31	490 55	256 40	3499 57	2882 25	108 92	30 73	
Orangeville.....	682 75	1322 53	134 00	235 93	2375 21	1936 67	135 95	4 00	
Owen Sound.....	882 72	3468 06			4350 78	3482 50	157 36		
Listowel.....	595 94	1456 19	374 00	140 01	2566 14	1747 04	119 81		
Mitchell.....	561 81	1211 81		168 40	1942 02	1550 00	36 90	5 00	
Stratford.....	1161 42	3481 42		3602 37	8245 21	3727 00	277 85	124 00	
St. Marys, C. I.....	1172 76	2080 00	602 00	962 21	5416 97	4100 00	25 36	56 05	
Clinton.....	890 81	2535 51	444 50	444 59	4315 41	3600 00	81 24	31 52	
Goderich.....	1078 16	2498 46		578 88	4155 50	3300 00	28 16		
Seaforth.....	660 50	1460 50	588 75	279 28	2989 03	2573 75	39 72	70 00	
Kincardine.....	604 02	1503 27		53 98	2161 27	1740 06	59 80	28 55	
Walkerton.....	925 99	2075 99	432 75	3785 71	7220 44	3512 50	155 43	41 00	
Parkhill.....	534 82	1174 82		97 30	1806 94	1440 00	75 00		
Strathroy.....	896 80	2996 80	119 00	270 83	4283 43	3354 49	201 46		
Wardsville.....	502 10	1073 35		798 33	2733 78	1270 00	55 91		
Aylmer.....	529 86	1060 00		561 07	2150 93	1790 66	39 40		
Vienna.....	509 59	927 76			1437 35	1340 39			
Chatham.....	922 41	3468 98	264 00	191 49	4846 88	3750 26	389 52	135 67	
Sarnia.....	743 42	2251 06		225 00	3219 48	2625 00	56 86		
Windsor.....	849 19	2181 46		46 20	3076 85	2550 10		50 00	
Belleville.....	745 55	2029 98	80 50		2856 03	2716 58			
Brantford, C. I.*.....	1981 24	5500 00	2058 00	526 70	10065 94	6977 29	245 27	58 57	
Guelph.....	900 13	3393 25	117 75	201 87	4613 00	3350 00	181 72		
Hamilton, C. I.....	2379 51	10831 69	1257 20		14468 40	12032 20	208 00		

* The above figures are taken from Report of 1881.

High Schools.

MONEYS.			NO. OF PUPILS ATTENDING.			Average Attendance.	Percentage of Average Attendance to Total Attendance.	CHARGES PER TERM.	COST PER PUPIL.	
EXPENDITURE.									On Total Attendance.	On Average Attendance.
Fuel, Books and Con- tingencies.	Total Expenditure.	Balances.	Boys.	Girls.	Total.				\$ c.	\$ c.
315 80	2521 17	22 62	48	37	85	41	48	25 cents per month.....	29 66	61 49
213 01	1689 67	302 00	23	29	52	26	50	Free	32 50	65 00
525 48	2222 62	239 71	29	46	75	36	48	Free	29 64	61 75
151 40	1682 30	584 67	68	45	113	60	52	\$2	14 88	28 03
83 14	2112 10	692 42	25	61	86	26	30	Free	24 56	81 23
455 67	1563 15		12	19	31	15	49	Free	50 42	104 20
410 69	1648 53	72 29	18	20	38	21	56	Free	43 37	78 48
124 66	1482 75	16 52	17	20	37	20	54	Free	40 08	74 10
82 17	1375 44	514 52	27	24	51	23	45	Free	26 96	59 78
373 26	1687 64	76 56	28	43	71	42	59	Free	23 76	40 19
194 80	2109 57	734 86	25	55	80	46	58	Free	26 37	45 87
415 26	2262 64	132 16	47	54	101	58	58	Free	22 40	39 02
268 98	2568 04	45 59	52	49	101	58	58	\$2, \$2.50	25 42	44 28
119 00	1478 20	614 53	22	23	45	19	42	Free	32 84	77 79
454 86	1831 32	456 54	19	39	58	27	47	Free	31 57	67 80
101 00	1317 67		31	28	59	30	50	Free	22 34	43 90
172 15	1807 76		22	30	52	26	50	Free	34 77	69 50
582 31	2427 11		54	60	114	52	46	\$2 for non-passed	21 29	46 67
350 84	2667 78	86 27	73	75	148	71	48	Free	18 03	37 58
461 06	5155 94	243 41	57	59	116	58	50	\$1	44 45	88 88
342 25	3271 07	540 75	67	27	94	47	50	\$3	34 79	69 59
3611 73	9936 09	12 27	95	40	135	71	53	\$3, \$4	73 60	139 94
190 76	1477 19	910 77	29	33	62	39	63	Free	23 82	37 87
166 92	1422 38	728 62	44	40	84	47	56	Free	16 93	30 25
2726 84	5177 66	141 22	52	47	99	55	56	\$2, \$2.50	52 30	94 14
323 04	3344 94	154 63	46	40	86	69	80	\$1.50, \$2	38 89	48 48
108 64	2185 26	189 95	77	65	142	75	53	\$2, \$3	15 39	29 13
710 92	4350 78		63	108	171	86	50	Free	25 44	50 59
630 59	2497 44	68 70	46	41	87	42	48	25c, 50c, and \$1 per mo.	28 70	59 47
247 15	1839 05	102 97	46	59	105	49	47	Free	17 51	37 53
1213 22	5342 07	2903 14	97	115	212	120	57	Free	25 19	44 51
210 48	5391 89	25 08	106	120	226	135	60	Res. free, n-r. \$10 per a.	23 86	39 93
596 28	4309 04	6 37	59	41	100	59	59	\$7 and \$10 per annum ..	43 09	73 03
490 85	3819 01	336 49	69	72	141	80	57	Free	27 08	47 74
272 87	2956 34	32 69	59	48	107	55	51	\$8, \$12	27 62	53 74
226 31	2054 72	106 55	59	34	93	44	47	Free	22 08	46 70
3511 51	7220 44		68	67	135	72	53	\$2, \$3	53 48	100 28
116 72	1631 72	175 22	29	31	60	35	58	Free	27 20	46 60
298 51	3854 46	428 97	113	110	223	121	54	Free	17 29	31 86
898 46	2224 37	149 41	33	29	62	28	45	Free	35 87	79 43
320 87	2150 93		35	64	99	54	55	Free	21 73	39 83
96 96	1437 35		20	21	41	26	62	Free	35 05	55 12
571 43	4846 88		68	95	163	98	48	Free	29 73	49 46
537 62	3219 48		58	103	161	96	60	Free	20 00	33 53
476 75	3076 85		47	73	120	69	58	Free	25 63	44 59
139 45	2856 03		84	92	176	95	54	\$4, \$6	16 23	30 06
929 81	8210 94	1855 00	156	127	283	117	63	\$10, \$16 non-res.	29 01	40 74
661 72	4193 44	419 56	93	97	190	101	53	Res. free, n-r \$1 per mo.	22 07	41 51
2228 20	14468 40		290	287	577	297	51	20c, 50c, n-r \$16 per an.	25 08	48 72

VII.—TABLE G.—The

HIGH SCHOOLS.	MONEYS.					MONEYS.		
	RECEIPTS.					EXPENDITURE.		
	Legislative Grant for Teachers' salaries.	Municipal Grants.	Fees.	Balances and other sources.	Total Receipts.	Teachers' salaries.	Building, Rent and Repairs.	Maps, Apparatus, Prizes and Libraries.
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
Kingston, C. I.	1428 12	1600 00	1343 85	1013 17	5385 14	3851 52	192 16	34 27
London, C. I.	1777 32	5102 10	643 50	3517 00	11039 92	7130 46	222 77	.....
Ottawa, C. I.	1915 15	5429 96	2624 40	146 18	10115 69	6570 82	1873 41	243 27
St. Catharines, C. I.	2102 40	5948 92	995 25	83 92	9130 49	7471 45	102 48	97 50
St. Thomas, C. I.	1785 16	5162 52	.....	19 00	6966 68	5575 00	205 86	4 00
Toronto C. I.	2242 83	5300 00	6756 00	2 84	14301 67	11800 00	441 96	171 35
Total, 1883.	84989 75	208160 63	30066 57	55671 57	378888 52	266316 81	20012 49	2135 48
Total, 1882.	84304 35	196438 66	29269 64	63137 95	373150 60	253863 83	19361 74	1821 50
Increase.	685 40	11721 97	796 93	.....	5737 92	12452 98	650 75	313 98
Decrease. ....	.....	.....	.....	7466 38	.....	.....	.....	.....

NOTE.—The number of pupils attending St. Thomas, C. I., in 1882, should have been: Total, 310; boys,

High Schools.

MONEYS.			No. of Pupils Attending.			Average Attendance.	Percentage of Average Attendance to Total Attendance.	CHARGES PER TERM.	COST PER PUPIL.	
EXPENDITURE.									On Total Attendance.	On Average Attendance.
Fuel, Books and Con- tingencies.	Total Expenditure.	Balances.	Boys.	Girls.	Total.				\$ c.	\$ c.
\$ c.	\$ c.	\$ c.								
976 75	5052 70	332 44	103	58	161	75	47	\$5.25.....	31 38	67 37
710 76	8063 99	2975 93	154	136	290	145	50	Ratepayers free, n-r \$3.	27 81	55 61
1374 91	10062 41	53 28	149	74	223	128	57	Res. \$15 per an, n-r \$26.	45 12	78 61
1459 06	9130 49	.....	164	144	308	156	51	\$3, \$5 n-r, free to res...	29 65	58 53
1181 82	6966 68	.....	161	169	330	174	53	Free	21 11	40 04
1602 41	14015 69	285 98	278	185	463	256	55	\$4, \$4.38, \$5.....	30 27	54 75
0481 67	348946 45	29942 07	6056	5787	11843	6454	C. I. 54 H. S. 55 Av. 55	{ 67 free..... } { 37 fee..... }	C. I. 32 21 H. S. 28 03 Av. 29 47	59 89 51 10 54 07
8673 52	343720 62	29429 98	6017	6331	12348	6580	C. I. 53 H. S. 53 Av. 53	{ 67 free..... } { 37 fee..... }	C. I. 29 30 H. S. 26 61 Av. 27 56	55 33 50 55 52 24
.....	5225 83	512 09	39	.....	.....	.....	C. I. 1 H. S. 2 Av. 2	.....	C. I. 2 91 H. S. 1 42 Av. 1 91	4 56 55 1 83
8191 85	.....	.....	.....	544	505	.....	.....	.....	.....	.....

30; girls, 150, instead of 435, 239, 196, respectively, and the cost \$18.81, not \$13.41.

	SUBJECTS.

	SUBJECTS.									
HIGH SCHOOLS.	English Grammar.	English Literature.	Composition.	Reading.	Dictation.	History.	Geography.	Arithmetic.	Book-keeping.	Calisthenics (Girls).
Alexandria	42	29	42	42	42	42	42	42		
Williamstown	47	37	47	47	47	47	47	47	5	
Cornwall	71	71	71	71	71	71	71	71	12	
Iroquois	53	53	53	25	53	53	53	53		
Morrisburg	99	99	99	99	99	99	99	99	50	
Hawkesbury	35	35	35	35	35	35	35	35	35	
Vankleekhill	61	61	61	61	61	61	61	61		37
Kemptville	83	83	83	83	83	83	83	83	20	
Prescott	65	65	65	64	65	62	62	65	26	
Brockville	100	100	100	30	100	100	100	100	25	
Farmersville	109	109	109	109	109	109	109	109	109	50
Gananoque	75	74	74	75	74	74	74	75	23	
Almonte	99	99	99	99	99	99	99	99	50	
Carleton Place	62	62	62	62	62	58	58	62	30	6
Perth, C. I.	163	163	163	163	163	163	163	163	35	
Smith's Falls	61	61	61	61	61	61	61	61	37	28
Arnprior	50	50	50	50	50	50	50	50	16	
Pembroke	91	56	91	60	91	70	91	91	35	
Renfrew	83	83	83	83	83	83	83	83	67	47
Sydenham	73	73	73	73	73	73	73	73	3	
Napanee	123	123	123	123	123	123	123	123		
Newburg	58	58	58	58	58	58	58	58	5	
Picton	123	123	123	123	123	123	123	123	20	
Trenton	65	65	65	65	65	65	65	65	15	
Brighton	50	50	49	36	49	50	50	50	33	
Campbellford	85	85	85	85	85	85	85	85	12	
Cobourg, C. I.	180	96	180	100	100	150	140	175	64	
Colborne	37	37	37	37	20	35	37	37	15	
Bowmanville	82	82	82	82	82	82	82	82	40	
Newcastle	33	24	33	7	33	33	33	33	6	
Port Hope	142	142	142	126	126	142	142	142	25	87
Norwood	58	58	58	58	58	58	58	58	7	
Peterborough, C. I.	143	143	143	143	127	126	126	140	39	
Lindsay	149	149	149	149	149	149	149	149	80	
Oakwood	40	40	40	40	40	40	40	40	27	12
Emmee	55	55	55	48	55	55	55	55	35	
Oshawa	107	107	107	107	107	107	107	107	107	
Port Perry	99	99	99	99	99	99	99	99	35	45
Uxbridge	102	102	102	46	46	102	102	102	52	
Whitby, C. I.	164	135	164	93	164	164	164	164	93	
Markham	38	16	38	38	38	38	36	38		
Newmarket	74	74	74	35	72	74	74	74	27	
Richmond Hill	105	105	105	105	105	105	105	105	42	43
Weston	53	53	53	53	53	53	53	53	7	
Brampton	163	163	163	163	163	150	150	163	20	78
Streetsville	34	34	34	34	34	34	34	34	3	
Barrie, C. I.	187	187	187	80	175	187	187	187	84	
Bradford	51	51	51	51	51	51	51	51	8	
Collingwood, C. I.	205	205	205	205	205	205	205	205		

High Schools.

BRANCHES OF INSTRUCTION.

SUBJECTS.

Drill (Boys).	Algebra.	Euclid.	Natural Philosophy.	Chemistry.	Botany.	Latin.	Greek.	French.	German.	Music.	Drawing.	Physiology.	Hygiene.	Agriculture.	Household Arts.
.....	34	40	4	5	.....	14	5	13	.....	13	.....	.....	.....	.....	.....
.....	40	47	7	23	14	21	6	17	.....	26	.....	.....	.....	.....	.....
.....	71	71	5	9	.....	27	8	46	18	.....	35	.....	.....	.....	.....
.....	53	40	8	8	.....	16	6	22	.....	.....	.....	.....	.....	.....	.....
59	99	97	22	26	10	35	1	40	.....	50	50	.....	.....	.....	.....
.....	35	7	.....	.....	.....	4	.....	6	.....	.....	35	.....	.....	.....	.....
16	61	61	.....	8	15	10	.....	34	.....	.....	54	.....	.....	.....	.....
26	83	83	35	35	.....	40	3	12	.....	.....	.....	.....	.....	.....	.....
.....	55	53	4	10	.....	15	.....	40	.....	.....	.....	.....	.....	.....	.....
.....	99	90	15	19	.....	35	8	60	.....	.....	70	.....	.....	.....	.....
109	109	100	.....	10	10	65	5	35	.....	40	.....	.....	.....	.....	.....
30	72	62	4	14	.....	25	4	42	1	44	.....	.....	.....	.....	.....
.....	86	83	5	5	.....	53	4	47	.....	.....	36	.....	.....	.....	.....
15	40	28	.....	3	3	13	2	15	.....	30	40	.....	.....	.....	.....
.....	163	162	2	13	37	40	8	97	13	23	57	.....	.....	.....	.....
27	56	61	.....	.....	.....	25	1	36	6	61	.....	.....	21	.....	.....
.....	49	35	2	21	14	12	.....	30	.....	.....	.....	.....	.....	.....	.....
.....	25	35	3	17	14	50	3	25	.....	.....	14	.....	.....	.....	.....
36	31	70	8	8	8	16	5	31	3	4	.....	.....	.....	.....	.....
.....	73	73	23	23	.....	21	5	19	.....	.....	.....	.....	.....	.....	.....
.....	123	123	30	30	.....	30	5	50	1	.....	.....	.....	.....	.....	.....
.....	50	50	1	23	23	5	.....	6	.....	.....	.....	.....	.....	.....	.....
.....	123	120	10	10	.....	41	9	73	.....	.....	.....	.....	.....	.....	.....
.....	49	50	.....	15	15	11	7	15	2	.....	.....	.....	.....	.....	.....
40	46	35	5	10	.....	26	9	21	.....	.....	.....	.....	.....	.....	.....
.....	80	80	5	67	32	20	8	24	.....	.....	.....	.....	.....	.....	.....
.....	165	120	65	65	.....	115	85	49	6	.....	50	.....	.....	.....	.....
.....	37	34	3	3	.....	13	2	10	.....	.....	.....	.....	.....	.....	.....
.....	50	50	10	6	6	24	1	40	8	1	50	.....	.....	.....	.....
.....	33	30	1	.....	.....	9	5	20	.....	4	.....	.....	.....	.....	.....
27	142	142	.....	52	52	37	6	120	14	.....	126	.....	.....	.....	.....
.....	21	29	3	29	20	1	.....	22	.....	.....	.....	.....	.....	.....	.....
.....	123	110	15	26	.....	35	4	64	5	.....	.....	.....	.....	.....	.....
15	130	145	.....	45	50	43	9	56	2	6	2	.....	.....	.....	.....
.....	18	20	.....	2	2	7	.....	16	.....	.....	.....	.....	.....	.....	.....
.....	53	49	3	24	11	8	.....	21	.....	.....	20	.....	.....	.....	.....
57	105	82	4	.....	.....	23	6	58	14	.....	54	23	23	.....	.....
54	99	99	45	45	.....	32	10	36	.....	80	80	.....	.....	.....	.....
.....	102	75	15	15	2	53	15	56	13	.....	.....	.....	.....	.....	.....
.....	148	134	12	17	.....	96	32	88	8	17	24	.....	.....	.....	.....
.....	38	38	10	27	.....	22	4	12	.....	.....	.....	.....	.....	.....	.....
.....	74	74	4	6	.....	40	2	33	5	5	30	.....	.....	.....	.....
62	86	91	4	17	13	55	13	51	7	51	37	.....	.....	.....	.....
.....	51	50	6	6	.....	39	8	17	.....	.....	.....	.....	.....	.....	.....
163	140	140	7	20	.....	61	11	72	6	.....	40	.....	.....	.....	.....
.....	18	26	4	9	12	9	2	13	.....	1	.....	.....	.....	.....	.....
.....	107	130	9	12	48	103	19	114	11	.....	.....	.....	.....	.....	.....
32	32	51	8	8	.....	29	.....	33	9	19	22	.....	51	.....	.....
.....	192	192	50	63	53	51	15	59	6	.....	.....	.....	.....	.....	.....

VIII.—TABLE H.—The

NUMBER OF PUPILS IN THE VARIOUS

HIGH SCHOOLS.	SUBJECTS.									
	English Grammar.	English Literature.	Composition.	Reading.	Dictation.	History.	Geography.	Arithmetic.	Book-keeping.	Calisthenics (Girls).
Orillia	85	85	85	40	85	83	85	85	15	.....
Oakville	52	36	52	52	52	49	49	52	21	.....
Dundas	75	75	75	75	75	75	75	75	30	.....
Waterdown	113	113	113	113	113	104	104	113	13	.....
Paris	86	86	86	86	86	86	86	86	61	61
Beansville	31	31	31	30	30	31	31	30	30	31
Grimsby	30	30	30	30	30	38	38	38	30	.....
Niagara	30	30	37	37	37	32	32	37	10	20
Smithville	51	51	51	51	51	51	51	51	22	.....
Niagara Falls, South	71	71	71	71	71	71	71	71	42	.....
Thorold	80	80	80	25	80	80	80	80	10	.....
Welland	101	101	101	101	101	95	96	101	37	.....
Caledonia	101	101	101	101	101	101	101	101	20	.....
Cayuga	45	19	14	45	45	45	45	45	14	.....
Dunnville	47	47	47	47	47	40	40	47	12	.....
Port Dover	59	59	59	57	57	58	58	59	56	.....
Port Rowan	51	51	51	51	51	51	51	51	6	.....
Simcoe	114	70	114	114	114	114	114	114	29	.....
Ingersoll	148	148	148	120	146	148	148	147	30	75
Woodstock	116	116	116	57	116	116	116	116	57	59
Berlin	92	92	92	90	90	69	71	92	24	.....
Galt, C. I.	135	115	135	97	97	115	135	135	52	.....
Elora	62	62	62	62	62	62	62	62	20	.....
Fergus	83	75	83	80	83	83	83	83	49	.....
Harriston	99	99	99	40	99	99	99	99	21	12
Mount Forest	86	86	86	86	86	86	86	86	14	40
Orangeville	142	142	142	142	142	142	142	142	30	.....
Owen Sound	171	171	102	171	171	171	171	171	68	.....
Listowel	87	87	87	87	87	87	87	87	21	41
Mitchell	105	105	105	85	105	105	105	105	65	.....
Stratford	212	212	212	212	212	212	212	212	160	.....
St. Marys, C. I.	226	226	226	226	226	226	226	226	140	226
Clinton	100	100	100	60	90	100	100	100	40	41
Goderich	141	141	141	60	134	141	137	141	22	.....
Seaforth	107	107	107	107	107	107	107	107	27	.....
Kincardine	93	93	93	.....	93	93	93	93	25	.....
Walkerton	135	135	135	135	135	135	135	135	52	.....
Parkhill	60	60	60	60	60	60	60	60	60	.....
Strathroy	223	223	223	190	180	223	223	223	72	110
Woodstock	60	60	62	37	61	60	60	61	21	.....
Aylmer	99	99	99	99	99	99	99	99	29	.....
Vienna	41	41	40	37	41	41	41	41	13	.....
Chatham	163	163	163	70	163	163	163	163	46	95
Sarnia	161	120	161	161	161	161	161	161	124	.....
Windsor	120	80	120	120	120	120	120	120	24	.....
Belleville	176	139	176	134	134	176	176	176	36	.....
Brantford, C. I.	286	286	286	.....	286	286	286	286	87	.....
Guelph	190	190	190	190	190	190	190	190	45	40
Hamilton, C. I.	572	572	572	460	460	460	460	518	276	.....

High Schools.

BRANCHES OF INSTRUCTION.

SUBJECTS.

Drill (Boys).	Algebra.	Euclid.	Natural Philosophy.	Chemistry.	Botany.	Latin.	Greek.	French.	German.	Music.	Drawing.	Physiology.	Hygiene.	Agriculture.	Household Arts.
40	79	78	13	28	1	35	6	34	4		13				
	48	48	13	14		4	2	21			14				
	26	38	3	3	19	22	3	33							
	97	113	7	31	34	35	4	32							
25	42	42	3	5		69	2	34							
31	26	26	3	3		5	3	19	6		31	30	30		
	30	38	11			18	1	20	3		30				
17	21	12				4		22		20	12				18
	31	31	5	15	7	10	1	21		8	8				
28	50	67		6	4	17	1	34		1	36				
	70	70	10	10		25	5	55			55				
	101	88	5		5	77	7	12			3				
	73	73	8	17	25	53	9	48	6						
	16	30				14	4	19		10					
	40	40	3	1		11	4	11							
	56	58	17	8		30	5	28	4	2					
10	28	30		30	30	10	2	20		8	11				
	111	60	11	17		36	4	55		7					
60	142	135	25	25		51	10	56	2	1	20				
57	116	116	10	10	20	31	6	49			116				
65	36	59	1	30	34	25		24	37	1	25				
	115	115	6	45	45	75	25	48	40		15				
	45	45	4	14		18	1	22	16						
	48	40	9	10		26	2	37							
30	98	97	19	23	11	32	7	48	17		99				
32	37	86	14	14	20	22	1	15	5	3	9				
	107	107	34	30	25	34	6	35	26						
	170	170	53	53	3	62	6	54	11	19	100				
46	87	11	1	1		23	4	32	14						
	62	42	10	13	8	14		15	60						
	154	154	8	10		70	8	105	45						
226	226	226	40	40	120	95	20	100	12		200				
59	100	100	35	35		40	10	40	6	35	2	35	35		
	133	130	30	30		45	7	70	14	30	45				
107	107	107	23	23	5	30	5	40	4	35	35				
	93	93	20	20		20	4	30							
46	135	134	29	37	7	35	5	23	53	34	26				
	50	40	8	10	6	12	2	14							
113	163	183	1	63	98	92	14	105	22	1					
33	58	58	8	16	14	15		13		6	23				
33	96	96	14	33	33	22	3	12			12				
	37	25	2	2		16	1	15	6						
68	68	147	2	37	48	49	22	62	17		161	52			
	130	148		28	39	31		104		126					
	120	120	1	1	38	32	1	73	2	15	38				
50	158	130	3	31	42	50	22	71	16	1	132				
	286	286	50	57		135	50	90	30		60				
30	185	150	18	18		56	8	46	18						
300	508	410	34	101	12	244	65	322	62	254	254	12			

NUMBER OF PUPILS IN THE VARIOUS

HIGH SCHOOLS.	SUBJECTS.									
	English Grammar.	English Literature.	Composition.	Reading.	Dictation.	History.	Geography.	Arithmetic.	Book-keeping.	Calisthenics (Girls).
Kingston, C. I.	161	161	161	80	120	161	110	161	80	....
London, C. I.	290	290	290	75	290	290	290	290	225	128
Ottawa, C. I.	223	223	209	132	209	223	209	223	132	74
St. Catharines, C. I.	308	308	308	266	236	308	308	308	158	87
St. Thomas, C. I.	330	209	330	330	330	330	330	330	211	169
Toronto, C. I.	463	463	463	388	463	463	463	463	356	185
Total, 1883	11815	11259	11707	9939	11236	11551	11518	11767	4849	1927
“ 1882			12189	.....	.....	12220	12106	12261	5642	.....
Increase										
Decrease			482			669	588	494	793	.....
Percentage of Total Attendance	100	96	100	84	96	99	99	100	41	17

High Schools.

BRANCHES OF INSTRUCTION.

SUBJECTS.

Drill (Boys).	Algebra.	Euclid.	Natural Philosophy.	Chemistry.	Botany.	Latin.	Greek.	French.	German.	Music.	Drawing.	Physiology.	Hygiene.	Agriculture.	Household Arts.
.....	161	161	29	40	18	140	12	148	40	.....	48	33	33	.....	.....
135	290	290	31	33	.....	108	23	153	21	.....	255	60	.....	.....	.....
149	223	223	15	61	16	148	38	177	40	.....	132	.....	.....	.....	.....
76	253	281	48	48	14	96	34	143	25	86	204	.....	.....	.....	.....
161	317	287	75	75	127	138	15	119	43	182	153	104	104	.....	.....
278	463	460	.....	266	134	257	42	374	76	.....	235	66	66	.....	.....
073	10296	10071	1298	2450	1526	4439	903	5318	961	1360	3538	415	363	.....	18
....	11742	11148	1880	.....	.....	4591	815	5363	962	.....	3441	637	.....	.....	.....
....	.....	.....	.....	.....	.....	.....	88	.....	.....	.....	97	.....	.....	.....	.....
....	1446	1077	582	.....	.....	152	.....	45	1	.....	.....	222	.....	.....	.....
27	87	85	11	21	13	38	9	45	9	12	30	4	3	.....	.....

MISCELLANEOUS

HIGH SCHOOLS.

	Brick, Stone, or Frame.	Freehold, Leased or Rented.	Size of Playground.	Schools under United Boards.	Number of Maps in School.	Number of Globes in School.	Schools in which the Bible is read.	Schools in which there are daily prayers.	Number of pupils who matriculated at any University.
			acres.						
Alexandria.....	B.	F.	$\frac{4}{10}$	12	1	1	1	1	
Williamstown.....	B.	F.	1	18	1	1	1	1	
Cornwall.....	B.	F.	$\frac{1}{4}$	26	1	1	1	1	
Iroquois.....	S.	F.	1	15	2	1	1	1	
Morrisburg.....	B.	F.	1	12	1	1	1	1	
Hawkesbury.....	B.	F.	1	15	2	1	1	1	
Vankleekhill.....	B.	F.	1	15	1	1	1	1	
Kemptville.....	B.	F.	$\frac{1}{2}$	15	3	1	1	1	
Prescott.....	S.	F.	$\frac{1}{2}$	22	3	1	1	1	
Brockville.....	S.	F.	$\frac{1}{2}$	25	1	1	1	1	
Farmersville.....	S.	F.	2	12	2	1	1	1	
Gananoque.....	S.	F.	$\frac{1}{2}$	30	1	1	1	1	
Almonte.....	S.	R.	1	12	1	1	1	1	
Carleton Place.....	S.	F.	2	1	1	1	1	1	
Perth C. I.....	B.	F.	$\frac{5}{10}$	11	1	1	1	1	
Smith's Falls.....	S.	F.	$\frac{1}{2}$	18	2	1	1	1	
Arnprior.....	B.	F.	4	11	1	1	1	1	
Pembroke.....	B.	F.	$\frac{1}{2}$	3	1	1	1	1	
Renfrew.....	B.	F.	3	5	1	1	1	1	
Sydenham.....	S.	F.	$\frac{1}{2}$	16	1	1	1	1	
Napanee.....	B.	F.	$\frac{7}{10}$	36	2	1	1	1	
Newburg.....	S.	F.	$\frac{1}{2}$	8	1	1	1	1	
Pictou.....	B.	F.	$\frac{1}{2}$	12	1	1	1	1	
Trenton.....	B.	F.	1	11	1	1	1	1	
Brighton.....	B.	F.	$\frac{1}{2}$	18	1	1	1	1	
Campbellford.....	S.	F.	1	12	1	1	1	1	
Cobourg C. I.....	B.	F.	$\frac{2}{5}$	36	2	1	1	1	
Colborne.....	B.	F.	1	1	1	1	1	1	
Bowmanville.....	B.	F.	$\frac{1}{2}$	12	2	1	1	1	
Newcastle.....	B.	F.	$\frac{1}{2}$	12	1	1	1	1	
Port Hope.....	B.	F.	$\frac{1}{4}$	20	2	1	1	1	
Norwood.....	B.	F.	1	12	1	1	1	1	
Peterboro' C. I.....	B.	R.	2	30	2	1	1	1	
Lindsay.....	B.	F.	6	20	2	1	1	1	
Oakwood.....	B.	F.	$\frac{1}{4}$	6	1	1	1	1	
Omeme.....	F.	F.	1	30	1	1	1	1	
Oshawa.....	B.	F.	$\frac{3}{10}$	12	2	1	1	1	
Port Perry.....	B.	F.	$\frac{1}{2}$	20	2	1	1	1	
Uxbridge.....	B.	F.	2	20	3	1	1	1	
Whitby C. I.....	B.	F.	$\frac{1}{2}$	66	2	1	1	1	
Markham.....	B.	F.	$\frac{1}{2}$	21	2	1	1	1	
Newmarket.....	B.	F.	$\frac{2}{3}$	25	1	1	1	1	
Richmond Hill.....	B.	R.	1	17	1	1	1	1	
Weston.....	B.	F.	$\frac{1}{2}$	20	1	1	1	1	
Brampton.....	B.	F.	5	30	1	1	1	1	
Streetsville.....	B.	F.	1	9	2	1	1	1	
Barrie C. I.....	B.	F.	3	15	1	1	1	1	
Bradford.....	B.	F.	2	10	2	1	1	1	

High Schools.

INFORMATION.

Number of pupils who entered mercantile life.	Number of pupils who became occupied with agriculture.	Number of pupils who joined any learned profession.	Number of pupils who left for other occupations.	Number of pupils in Preparatory Department.	Number of pupils in Upper School.	Number of Masters and Teachers.	Salary of Head Master.	HEAD MASTERS AND THEIR UNIVERSITIES.
							\$	
4	10	1	6		4	2	850	W. D. Johnston, B.A., <i>Toronto</i> .
2	2	3	2		13	2	900	Thomas Scales, B.A., <i>Queens'</i> .
1	1	7			14	2	1150	James Smith, M.A., <i>Aberdeen</i> .
6	10				8	2	800	W. C. Whitney, M.A., <i>Victoria</i> .
9	1	4	2		30	2	900	J. S. Jamieson, M.A., <i>Victoria</i> .
2	4		3		7	2	900	John A. Houston, B.A., <i>Trinity</i> .
		2			8	2	800	A. H. Watson, B.A., <i>Toronto</i> .
2	4	8			18	2	1000	James A. Carman, B.A., <i>Albert</i> .
3	1	1	11		7	2	1000	M. McPherson, M.A., <i>Victoria</i> .
10	1	2	8		4	3	1200	Rev. C. L. Worrell, M.A., <i>Trinity</i> .
4	6	20	10		26	3	900	O. J. Jolliffe, M.A., <i>Victoria</i> .
7	1	4	9		13	2	800	W. K. T. Smellie, B.A., <i>Toronto</i> .
1	4	3	13		20	3	1000	P. C. McGregor, B.A., <i>Queens'</i> .
2	5	4	7		3	2	850	Stephen Burwash, B.A., <i>Victoria</i> .
8	11	2	27		26	4	1200	William Rothwell, B.A., <i>Queens'</i> .
2	2		17		1	2	900	J. A. Clarke, M.A., <i>Victoria</i> .
3	4	4	3		2	2	1000	R. Dawson, B.A., <i>Dublin</i> .
2	2	5	21		11	3	1000	E. Odum, M.A., <i>Victoria</i> .
					3	2	800	C. McDowell, B.A., <i>Queens'</i> .
3	2		21		21	2	1200	J. E. Burgess, M.A., <i>Queens'</i> .
10		3			27	3	1200	Cortez Fessenden, B.A., <i>Toronto</i> .
3	12		8		9	2	720	David Hicks, B.A., <i>Toronto</i> .
12	12				22	3	1200	Robert Dobson, B.A., <i>Victoria</i> .
		5	13		5	2	1000	B. N. Davis, B.A., <i>Queens'</i> .
1	2	5	1		7	2	900	George B. Ward, M.A., <i>McGill</i> .
			30	400	10	2	1050	A. G. Knight, B.A., <i>Victoria</i> .
8	1	26	38	70	23	4	1400	D. C. McHenry, M.A., <i>Victoria</i> .
2	5	2	5		9	2	800	H. M. Hicks, M.A., <i>Toronto</i> .
					15	3	1300	W. W. Tamblin, M.A., <i>Toronto</i> .
		1	4		7	2	800	W. W. Jardine, B.A., <i>Toronto</i> .
8	4		30		42	4	1200	Adam Purslow, M.A. LL.D., <i>Victoria</i> .
2	3	6	1		29	2	900	John Davidson, M.A., <i>Victoria</i> .
30	5	16	10		39	5	1200	William O'Connor, M.A., <i>Queens', Ireland</i> .
20	20	25			31	4	1200	W. E. Tilley, M.A., <i>Victoria</i> .
	1	3			5	2	636	J. C. Pomeroy, B.A., <i>Albert</i> .
					5	2	800	C. H. Waldron, B.A., <i>Victoria</i> .
5	2	7	5		28	3	1300	Lyman C. Smith, B.A., <i>Victoria</i> .
10	15	4			12	3	1400	D. McBride, B.A., <i>Victoria</i> .
5	3	3	2		24	3	1200	J. J. Magee, B.A., <i>Toronto</i> .
					20	6	1325	L. E. Embree, B.A., <i>Toronto</i> .
					3	2	850	W. M. Elliott, M.A., <i>Victoria</i> .
1	4	7	1		8	2	1000	J. E. Dickson, B.A., <i>Toronto</i> .
3	4	8	11		25	4	1100	William McBride, M.A., <i>Toronto</i> .
6	5	5	6		19	2	1000	George Wallace, B.A., <i>Dublin</i> .
8	4	40			25	4	1100	Alexander Murray, M.A., <i>Aberdeen</i> .
1		1	3		5	2	750	A. B. Cooke, B.A., <i>Trinity</i> .
11	7	15	5		48	5	1250	H. B. Spotton, M.A., <i>Toronto</i> .
1	7	4	4		19	2	1000	William Forest, M.D. B.A., <i>Toronto</i> .

MISCELLANEOUS

HIGH SCHOOLS.	Brick, Stone or Frame.	Freehold, Leased or Rented.	Size of Playground. acres.	Schools under United Boards.	Number of Maps in School.	Number of Globes in School.	Schools in which the Bible is read.	Schools in which there are daily prayers.	Number of pupils who matriculated at any University.
Collingwood C. I.	B.	F.	1	.....	20	2	1	1	5
Orillia	B.	F.	3	.....	12	1	.....	1	.....
Oakville	B.	F.	3	1	6	2	1	.....	.....
Dundas	B.	F.	1	1	30	3	1	1	.....
Waterdown	S.	F.	3	1	20	1	.....	1	.....
Paris	B.	F.	2	1	13	1	1	1	.....
Beamsville	B.	R.	2	1	18	2	1	1	.....
Grimsby	F.	F.	1	.....	12	1	.....	1	.....
Niagara	B.	F.	1	.....	12	1	1	1	.....
Smithville	F.	F.	1	.....	15	1	.....	1	.....
Niagara Falls, South	F.	F.	2	.....	25	1	.....	1	.....
Thorold	B.	F.	2	.....	20	1	.....	1	.....
Welland	B.	F.	1	.....	12	1	1	1	.....
Caledonia	B.	F.	1	1	15	1	.....	1	.....
Cayuga	B.	F.	1	.....	15	1	.....	.....	.....
Dunnville	F.	F.	1	.....	12	.....	.....	1	.....
Port Dover	B.	F.	1	1	30	2	1	1	.....
Port Rowan	B.	F.	1	1	18	2	1	1	.....
Simcoe	B.	F.	2	1	30	2	1	1	.....
Ingersoll	B.	F.	2	1	15	1	1	1	.....
Woodstock	B.	F.	1	.....	12	.....	1	1	.....
Berlin	B.	F.	4	.....	14	1	1	1	.....
Galt C. I.	S.	F.	6	.....	45	6	1	1	1
Elora	S.	R.	1	.....	14	1	1	1	.....
Fergus	S.	F.	1	1	9	2	.....	1	.....
Harriston	B.	F.	3	.....	14	1	.....	.....	.....
Mount Forest	F.	F.	1	.....	13	1	1	1	.....
Orangeville	B.	F.	2	.....	20	1	.....	1	.....
Owen Sound	B.	F.	4	1	25	.....	1	1	.....
Listowel	B.	F.	2	.....	12	1	.....	1	.....
Mitchell	B.	F.	1	.....	22	2	.....	1	.....
Stratford	B.	F.	3	.....	24	2	1	1	.....
St. Mary's C. I.	B.	F.	2	.....	13	2	1	1	.....
Clinton	B.	F.	3	.....	12	2	1	1	.....
Goderich	B.	F.	1	.....	18	1	.....	1	.....
Seaforth	B.	F.	4	.....	29	.....	1	1	.....
Kincardine	B.	F.	2	1	20	1	1	1	.....
Walkerton	B.	F.	1	.....	17	1	1	1	.....
Parkhill	B.	R.	1	1	6	2	.....	1	.....
Strathroy	B.	F.	1	.....	12	2	.....	1	.....
Wardsville	B.	F.	2	1	14	1	.....	.....	.....
Aylmer	B.	F.	1	.....	12	1	1	1	.....
Vienna	B.	F.	1	1	28	1	.....	1	.....
Chatham	B.	F.	6	.....	35	6	1	1	.....
Sarnia	B.	F.	1	1	21	3	1	1	.....
Windsor	B.	F.	1	1	12	1	1	1	.....
Belleville	B.	F.	1	1	22	2	1	1	.....
Brantford C. I.	B.	F.	1	.....	30	2	1	1	.....

High Schools.

INFORMATION.

Number of pupils who entered mer- cantile life.	Number of pupils who became occu- pied with agriculture.	Number of pupils who joined any learned profession.	Number of pupils who left for other occupations.	Number of pupils in Preparatory Department.	Number of pupils in Upper School.	Number of Masters and Teachers.	Salary of Head Master.	HEAD MASTERS AND THEIR UNIVERSITIES.
5	10	66	8	.....	121	5	1200	William Williams, B.A., <i>Toronto</i> .
5	10	4	15	.....	26	3	1000	J. Ryerson, B.A., <i>Toronto</i> .
6	.....	5	6	.....	8	2	800	N. J. Wellwood, B.A., <i>Toronto</i> .
5	1	5	11	.....	19	2	1000	J. D. Bissonnette, B.A., <i>Queens'</i> .
8	13	25	6	.....	33	2	1000	D. H. Hunter, B.A., <i>Toronto</i> .
5	6	3	17	.....	4	2	1103	J. W. Acres, B.A. L.R.C.P., <i>Trinity</i> .
1	.....	.....	4	.....	9	2	700	A. W. Reavley, B.A., <i>Toronto</i> .
4	.....	.....	.....	.....	3	2	800	J. McL. Bell, B.A., <i>Glasgow</i> .
4	10	7	3	.....	4	2	900	Albert Andrews, <i>Certificate</i> .
6	2	6	3	.....	9	2	750	A. C. Crosby, B.A., <i>Albert</i> .
8	5	1	4	.....	9	2	850	H. C. Sells, B.A., <i>Toronto</i> .
12	15	12	8	.....	12	3	1200	Andrew McCulloch, M.A., <i>Queens'</i> .
1	5	16	4	.....	14	2	1100	J. M. Dunn, B.A. LL.B., <i>Toronto</i> .
1	4	3	12	.....	18	3	1000	L. A. Kennedy, B.A., <i>Victoria</i> .
3	4	.....	10	.....	3	2	800	Addison Cole, B.A., <i>Toronto</i> .
5	10	15	.....	.....	12	2	800	John P. Hume, B.A., <i>Queens'</i> .
10	6	8	17	.....	7	2	850	R. A. Barron, B.A., <i>Toronto</i> .
5	1	7	16	6	3	2	850	John McBride, M.A., <i>Toronto</i> .
10	5	3	13	.....	26	2	1075	Rev. Geo. Grant, B.A., <i>Toronto</i> .
6	3	24	6	.....	24	3	1000	F. W. Merchant, M.A., <i>Albert</i> .
5	10	6	4	.....	26	3	1150	George Strauchon, B.A., <i>Albert</i> .
5	4	11	8	.....	27	3	1200	J. W. Connor, B.A., <i>Toronto</i> .
5	5	2	16	7	38	6	2000	John E. Bryant, M.A., <i>Toronto</i> .
5	2	36	2	1	12	2	900	A. B. Davidson, B.A., <i>Toronto</i> .
10	6	22	22	.....	10	2	900	C. F. McGillivray, M.A., <i>Toronto</i> .
20	15	30	20	.....	40	3	1200	James McMurchie, B.A., <i>Toronto</i> .
4	1	.....	23	.....	13	5	1100	Joseph Reid, B.A. LL.B., <i>Toronto</i> .
3	10	5	14	.....	43	3	1000	Alexander Steele, B.A., <i>Toronto</i> .
20	14	4	30	.....	11	4	1200	Henry De La Matter, <i>Certificate</i> .
10	15	35	.....	.....	9	2	1000	A. B. McCallum, M.A., <i>Queens'</i> .
10	5	2	18	.....	16	2	900	William Elliot, B.A., <i>Toronto</i> .
6	3	27	.....	.....	40	4	1100	C. J. Macgregor, M.A., <i>Toronto</i> .
7	1	17	.....	.....	96	5	1200	J. E. Wetherell, B.A., <i>Toronto</i> .
6	9	4	23	.....	24	4	1200	James Turnbull, B.A., <i>Toronto</i> .
6	4	3	.....	.....	18	4	1200	Hugh I. Strang, B.A., <i>Toronto</i> .
10	12	.....	25	.....	54	3	1200	J. C. Harstone, B.A., <i>Toronto</i> .
3	6	9	4	.....	29	3	1100	Benjamin Freer, B.A., <i>Trinity</i> .
5	4	2	8	.....	24	4	1100	J. Morgan, B.A., <i>Toronto</i> .
5	4	2	.....	.....	47	2	800	Edmund M. Bigg, M.A., <i>Toronto</i> .
19	8	28	7	.....	67	4	1000'	T. Otway Page, B.A., <i>Toronto</i> .
3	12	20	18	.....	16	2	800	W. G. McLachlan, B.A., <i>Toronto</i> .
6	2	14	7	.....	15	2	1000	W. W. Rutherford, B.A., <i>Toronto</i> .
20	10	8	40	.....	8	2	850	C. R. Gunne, B.A., <i>Toronto</i> .
					22	6	1200	A. W. Aytoun Finlay, B.A., <i>Victoria</i> .
					37	4	1250	William Sinclair, B.A., <i>Toronto</i> .
					18	3	1100	Angus Sinclair, M.A., <i>Toronto</i> .
					33	5	1100	George S. Wright, M.A., <i>Toronto</i> .
					55	8	1500	William Oliver, B.A., <i>Toronto</i> .

IX.—TABLE I.—The

MISCELLANEOUS

HIGH SCHOOLS.	Brick, Stone or Frame.	Freehold, Leased or Rented.	Size of Playground.	Schools under United Boards.	Number of Maps in School.	Number of Globes in School.	Schools in which the Bible is read.	Schools in which there are daily prayers.	Number of pupils who matriculated at any University.
			acres.						
Guelph.....	S.	F.	4	1	21	1	.....	1	1
Hamilton C. I.	S.	F.	180 x 250	1	55	4	1	1	23
Kingston C. I.	S.	F.	14	.....	17	2	1	1	18
London C. I.	B.	F.	24	1	15	2	1	1	3
Ottawa C. I.	S.	F.	14	.....	25	2	1	1	7
St. Catharines C. I.	B.	F.	14	.....	55	3	.....	.....	9
St. Thomas C. I.	B.	F.	2	1	24	2	1	1	4
Toronto C. I.	B.	F.	2	.....	42	2	1	1	19
	B. S. F.	F. R.	ac.						
Total 1883.	79 19 6	98 6	180	54	1980	156	53	91	277
" 1882	79 19 6	99 5	171	51	2018	148	49	92	272
Increase.....	.....	1	9	3	.....	8	4	.....	5
Decrease.....	.....	1	.....	.....	38	.....	.....	1	.....

X.—TABLE K.—A GENERAL STATISTICAL ABSTRACT, exhibiting the comparative state and progress of Education in Ontario, as connected with Public, Separate and High Schools: also, Normal and Model Schools: from the year 1874 to 1883, inclusive, compiled from Returns in the Education Department.

No.	SUBJECTS COMPARED.	1874	1875	1876	1877	1878	1879	1880	1881	1882	1883
1	Population.....							1913460			
2	Population between the ages of five and sixteen years.....	511603	501083	502250	494804	492360	494424	489924	484224	483817	478791
3	County High Schools.....	108	108	104	104	104	104	104	104	104	104
4	Normal and Model Schools.....	3	3	4	4	4	4	4	6	6	6
5	Total Public Schools in operation as reported.....	4592	4678	4875	4955	4813	4932	4941	5043	5013	5058
6	Total Roman Catholic Separate Schools.....	166	156	167	185	177	191	196	195	190	194
7	Grand Total of all Schools in operation.....	4869	4945	5150	5248	5098	5231	5245	5348	5313	5362
8	Total Pupils attending County High Schools.....	7871	8342	8541	9229	10574	12136	12910	13136	12473	11843
9	Total Students and Pupils attending Normal and Model Schools.....	800	800	900	900	900	900	900	1000	1000	1000
10	Total Pupils attending the Public Schools.....	441261	451568	465243	465908	463405	462233	457734	451449	445364	438192
11	Total Pupils attending the Roman Catholic Separate Schools.....	22786	22673	25294	24952	25610	24779	25311	24819	26148	26177
12	Grand Total, Students and Pupils attending Public, Separate and High, Normal and Model Schools.....	472718	483383	499978	500989	500489	500048	496855	490404	484985	477212
13	Total amount paid for the Salaries of Public and Separate School Teachers.....	\$1647750	\$1758100	\$1838321	\$1938099	\$2011208	\$2072822	\$2113180	\$2106019	\$2144448	\$2210187
14	Total amount paid for the erection or repairs of Public and Separate School-Houses, and for Libraries and Apparatus, Books, Fuel, Stationery, &c.....	1217582	1234980	1168135	1035390	878139	760262	708872	738252	882526	898243

15	Grand Total paid for Public and Separate School Teachers' Salaries, the erection and repairs of School-houses, and for Libraries and Apparatus, etc.	2865382	2993080	3006456	2973489	2889347	2833084	2822052	2844271	3026974	3108430
16	Total amount paid for High School Teachers' Salaries	179946	184752	195006	211607	223010	241097	247894	257218	253864	266317
17	Total amount paid for erection or repairs of High School houses, maps, apparatus, prizes, fuel, books, etc.	106647	147260	109042	132102	173000	159691	166035	88632	89857	82630
18	Amount paid for other Educational purposes. *	199657	209434	227548	257240	263510	235600	232172	233209	235814	240597
19	Grand Total paid for Educational purposes.	3351582	3534526	3538952	3574438	3548867	3469472	3468153	3423330	3606509	3697974
20	Total Public School Teachers	5736	6018	6185	6468	6473	6596	6747	6922	6857	6911
21	Total Male Teachers	2601	2645	2780	3020	3060	3153	3264	3362	3062	2829
22	Total Female Teachers	3135	3373	3405	3448	3413	3443	3483	3500	3795	4082
23	Average number of days each Public School has been kept open by a qualified Teacher	204	204	205	204	206	208	208	208	206	207

* Commencing with the year 1874, No. 18 contains the following items: *Cost of Teachers' Associations, Public and Separate School Inspection, High School Inspection, Training of Teachers, Departmental Examinations, Normal and Model Schools, Museum and Library, Superannuated Teachers, Education Department, etc.*

PART II.

PROCEEDINGS FOR THE YEAR 1884.

PART II.

PROCEEDINGS FOR THE YEAR 1884.

DIVISION I.

1. ORDERS IN COUNCIL.

I.—APPOINTMENT OF MISS MARGARET TAYLOR SCOTT AS HEAD MISTRESS OF THE PROVINCIAL MODEL SCHOOL, TORONTO (1st February, 1884).

II.—AMENDED REGULATIONS AS TO THE ESTABLISHMENT AND DISTRIBUTION OF GRANTS TO COLLEGIATE INSTITUTES, SUBSEQUENTLY AMENDED BY ORDER DATED 14TH MARCH, 1884 (1st March, 1884).

III. REGULATIONS AS TO COLLEGIATE INSTITUTES (Approved by the Legislative Assembly, 15th March, 1884).

1. The following conditions are required from each Collegiate Institute now existing, for its continuance, and for the establishment and continuance of any new Collegiate Institute, namely:—

(1) Suitable school buildings, out-buildings, grounds and appliances for physical training.

(2) Library, containing standard books of reference bearing on the subjects of the programme.

(3) Laboratory, with all necessary chemicals, and apparatus for teaching the subjects of Elementary Science.

(4) Four Masters at least, each of whom shall be specially qualified to give instruction in one of the following departments: Classics, Mathematics, Natural Science and Modern Languages, including English.

(5) The other members of the teaching staff must possess such qualifications as will secure thorough instruction in all the subjects on the curriculum of studies for the time being sanctioned by the Education Department for Collegiate Institutes.

2. In case it shall appear, after due inquiry, that any Collegiate Institute has made default in the performance, observance or fulfilment of any of the conditions aforesaid, or in maintaining the proper standard of efficiency, the Lieutenant-Governor in Council may withdraw its status and rights as a Collegiate Institute.

3. The foregoing are intended to apply to every Collegiate Institute that may hereafter be established, and to those now existing, on and after the first day of January, 1885.

IV. APPOINTMENT OF CORNELIUS DONOVAN, M.A., AS ADDITIONAL SEPARATE SCHOOL INSPECTOR (8th April, 1884).

V. REGULATIONS FOR THE DISTRIBUTION OF GRANTS TO COLLEGIATE INSTITUTES AND HIGH SCHOOLS (18th April, 1884).

The Annual Legislative Grants to High Schools and Collegiate Institutes shall be distributed on the following basis, namely:—

A.—HIGH SCHOOLS.

1. Every High School with two qualified teachers shall receive the fixed grant of \$500, and in addition $33\frac{1}{3}$ per cent. of the yearly amount paid for salaries of such teachers from \$1,500 up to \$2,000.

2. Every High School, with at least three qualified teachers, shall receive the fixed grant of \$500, and in addition 45 per cent. of the amount by which the aggregate of salaries paid such teachers exceeds \$2,000, but not to exceed \$750 in any case.

3. With a view to encourage the establishment and maintenance of School Libraries and Laboratories, the improvement of grounds and buildings, and the promotion of physical culture, by means of gymnastics, drill and calisthenics, a sum not exceeding \$10,000 is to be apportioned by the Education Department among such High schools (and Collegiate Institutes) as are considered worthy. In the distribution of this sum the average attendance will be taken into account.

B.—COLLEGIATE INSTITUTES.

4. Every Collegiate Institute complying with all the conditions prescribed by the Education Department for Collegiate Institutes, as such, shall receive the fixed High School Grant of \$500, the special grant for Collegiate Institutes, \$250, also $33\frac{1}{3}$ per cent. of the yearly amount paid for salaries of the four duly qualified teachers from \$2,000 up to \$4,500, but not to exceed \$750, also $33\frac{1}{3}$ per cent. on the amount by which the aggregate of all salaries exceeds \$4,500, but not to exceed \$500 in any case.

The above regulations for the apportionment shall take effect from 1st January, 1885, the first grants on this arrangement being payable in July of that year. In the event of the Legislative Grant not being sufficient in any year to pay the full sum apportioned, a deduction shall be made *pro rata* from the amount for each Collegiate Institute or High School, but so that no school shall receive less than \$500 per annum.

VI. APPOINTMENT OF JOHN J. TILLEY, COUNTY MODEL SCHOOL INSPECTOR (10th June, 1884).

VII. APPOINTMENT OF ANGUS MCINTOSH, AS 1ST ASSISTANT; JAMES MCLURG, AS 2ND ASSISTANT; MISS HATTIE McLELLAN, AS 3RD ASSISTANT (MALE DEPARTMENT) OF THE PROVINCIAL MODEL SCHOOL, TORONTO; AND OF MISS MARGARET A. MILLS, AS 3RD ASSISTANT (FEMALE DEPARTMENT) OF THE PROVINCIAL MODEL SCHOOL, OTTAWA (18th August, 1884).

VIII. STRATFORD HIGH SCHOOL TO RANK AS A COLLEGIATE INSTITUTE FROM 1ST JANUARY, 1885 (2nd October, 1884).

IX. APPOINTMENT OF JAMES A. McLELLAN, LL.D., AS DIRECTOR OF TEACHERS' INSTITUTES; AND OF JOHN SEATH, B.A., AS INSPECTOR OF HIGH SCHOOLS (15th October, 1884).

X. APPOINTMENT OF OLIVER MACDONALD, AS JANITOR OF THE GIRL'S MODEL SCHOOL, OTTAWA (24th November, 1884).

XI. APPOINTMENT OF GEORGE ARTHUR ROSE AS CONFIDENTIAL PRINTER (26th Nov. 1884).

XII. READING BOOKS (4th December, A.D. 1884).

Upon consideration of the report of the Honourable the Minister of Education, dated the Second day of December, 1884, the Committee of Council advise that the authorization of the Third, Fourth and Fifth Readers of the series now in use, be extended to the First day of January, 1886.

The Committee further advise that in view of the early publication of a series of Readers prepared under the direction of the Education Department, to be known as the "Ontario Readers," the authorization of the "Royal" and "Canadian Readers" shall cease and determine on the First day of January, 1886.

XIII. READING BOOKS (18th December, 1884).

Upon the recommendation of the Honourable the Minister of Education, the Committee of Council advise that the agreement between William James Gage, the Canada Publishing Company (Limited), and Thomas Nelson and William Nelson, trading under the name and style of Thomas Nelson & Sons, and Her Majesty the Queen, represented by the Honourable the Minister of Education for the Province of Ontario, acting for the Education Department of Ontario, for the publication of a series of Readers, to be known as the "Ontario Readers," be approved of by Your Honor.

XIV. STRATHROY HIGH SCHOOL, TO RANK AS A COLLEGIATE INSTITUTE, FROM 1ST JANUARY, 1885 (18th December, 1884).

2. MINUTES OF DEPARTMENT.

I. APPOINTMENT OF JOHN BREBNER, AS PUBLIC SCHOOL INSPECTOR OF THE TOWN OF PETROLEA (25th January 1884).

II. APPOINTMENT OF JOHN DEARNESS, AS MEMBER OF THE CENTRAL COMMITTEE OF EXAMINERS (29th January, 1884).

III. EXAMINATION REGULATIONS APPROVED (18th February, 1884).

1. Every candidate for a Third Class Certificate must pass in the subjects of Reading and Writing, in addition to the subjects heretofore required. The Presiding Examiner in the subject of *Reading* shall be selected by the County Board of Examiners. He shall hear each of the candidates read a passage selected by the Examiners from an authorized Fifth Reader, the result to be reported to the Department. The paper in Writing will also be considered by the Central Committee.

2. To encourage the study of Music and Drawing, an examination may be passed in either or both of the subjects, and the number of marks obtained by the candidate will be added as a *bonus* to his total. The value of each of these subjects is fixed at 75 marks.

3. For Second Class Grade B, candidates shall be required to obtain twenty-five per cent. of the marks attainable in each subject taken by such candidate, except in English Grammar and Arithmetic, for which subjects thirty per cent. shall be required. On the papers for Intermediate and Third Class, the same proportion of marks shall be required, and in both cases fifty per cent. of the aggregate of marks of the whole of such subjects is necessary.

4. For Second Class Grade A., thirty per cent. of the marks in each of the subjects is required, and sixty per cent. of the aggregate.

5. The Examination for Second Class will immediately follow the Intermediate and Third Class Examinations, so that both can be taken by the same candidate, but Third Class Certificates will not be awarded on Second Class papers.

6. A fee of one dollar will be required from each candidate (*a*) at the Intermediate or Third Class Examination, but not at both, (*b*) at the Second Class Examination.

7. The percentage of marks at the First Class Non-Professional Examination shall be fifty, sixty and seventy per cent. for Grades "C." "B" and "A," respectively.

IV. CERTIFICATES CANCELLED OF PERSONS CONNECTED WITH FRAUDS AT DEPARTMENTAL EXAMINATIONS, HELD IN THE COUNTY OF SIMCOE, DURING THE YEARS 1879-1881 (22nd February, 1884).

NAMES.	GRADE.	CLASS.
Huggard, Charles E.....	Grade B.....	Second Class.....
Mainprize, Matilda.....	" B.....	" ".....
Hagar, Maggie L. G.....	" B.....	" ".....
Metcalfe, Richard W.....	" B.....	" ".....
Thompson, George.....	" B.....	" ".....
Stewart, James A.....	" A.....	" ".....
Mainprize, Emma.....	" B.....	" ".....
Stinson, James F.....	" B.....	" ".....
Wark, Jeremiah.....	" B.....	" ".....
Gilpin, James.....	" B.....	" ".....
Baikie, Daniel.....	" B.....	" ".....
Brownlee, William.....	" A.....	" ".....
Hewlett, James.....	" A.....	" ".....
Steele, J. B.....	" B.....	" ".....
Stewart, Gerald.....	" B.....	" ".....
Stewart, William F.....	Intermediate.....	.....
McMaster, John.....	".....	.....

V. CERTAIN CANDIDATES FOR SECOND CLASS CERTIFICATES AUTHORIZED TO TEACH AND TO RECEIVE FULL CERTIFICATES ON PASSING FURTHER IN SPECIFIED SUBJECTS (29th February, 1884).

VI. SUB-EXAMINERS APPOINTED (27th May, 1884).

VII. SUB-EXAMINERS APPOINTED (5th June, 1884).

VIII. SUB-EXAMINERS APPOINTED (7th July, 1884).

IX. SUB-EXAMINERS APPOINTED (7th July, 1884).

X., XI. CERTAIN CANDIDATES FOR SECOND CLASS CERTIFICATES AUTHORIZED TO TEACH AND TO RECEIVE FULL CERTIFICATES ON PASSING FURTHER IN SPECIFIED SUBJECTS (22nd July, 1884). (23rd December 1884).

3.—CIRCULARS FROM THE MINISTER OF EDUCATION TO INSPECTORS, TRUSTEES AND TEACHERS.

UNAUTHORIZED TEXT BOOKS.

I understand that many unauthorized books are being used in our Public Schools. The Education Department is unfairly censured for the frequent changes made in the use of text books, and, as I am convinced that much of the censure arises from the use of unauthorized books permitted by the Teacher, without the knowledge of the Trustees, or of the Department, I would call your attention to the provisions of the law, and request that during the current half yearly visit, you will make special enquiry at every school, and report to me every teacher, with his Post Office address, that permits the use of any unauthorized text book. You will also report the names of the books so used and what action you have taken yourself in the matter. Unless a vigorous effort is made by the

school authorities to prevent this infraction of the law, it will be necessary for the Department to put in motion the powers which the statute confers upon it. The following are the provisions of the law. —

(a) Duties of Public School Inspectors. Chap. 204, sec. 194, R. S. O.

To prevent the use of unauthorized, and to recommend the use of authorized books in each school. * * *

Not to give a cheque for any portion of the school funds to any school section which has not been conducted according to the law, and regulations provided under its authority.

(b) Duties of Teachers. 44 Vic. Cap. 30, sec. 12.

No teacher shall substitute for any authorized book in actual use in his school, any other text book on the same subject, unless, and until he shall have obtained the written approval of the public school board of trustees, and the public school inspector, to such change; but every such approval must be sanctioned by the Minister of Education, and no such change shall take place until the first day of January which shall occur after the first day of July previous to which such approval and sanction have been obtained; and in case any teacher or other person shall negligently or improperly substitute any text book in place of any authorized text book in actual use upon the same subject in his school, he shall for each such offence, on conviction thereof before a police magistrate or justice of the peace, as the case may be, be liable to a penalty not exceeding ten dollars, payable to the municipality for public school purposes, together with costs, as the police magistrate or justice may think fit.

(c) Duties of Trustees. Chap. 204, sec. 102, sub-sec. 23, R. S. O.

To see that no unauthorized books are used in the school, and to see that all the pupils in the schools are duly supplied with a uniform series of authorized text books.

* * *

Section 12. No portion of the legislative school grant shall be applied in aid of any school in which any book is used that has been disapproved of by the Education Department, and public notice given of such disapproval.

Section 228. Trustees shall be personally responsible for the amount of any school moneys forfeited by, or lost to the school section in consequence of the neglect of duty of the trustees during their continuance in office.

As an officer of the Department you are responsible for seeing that the regulations regarding text books are faithfully carried out. It is exceedingly desirable that the utmost vigilance should be exercised in the matter above referred to.

TORONTO, *February, 1884.*

INSTRUCTIONS FOR THE STAFF OF NORMAL AND MODEL SCHOOLS.

NORMAL SCHOOL.

1. The Principal shall be responsible for the order, discipline and general progress of the Students in all classes.

2. He shall, from time to time, visit the classes under the charge of the other Masters, and may, if he think proper, question the class or individual members thereof, to satisfy himself as to their progress.

3. He shall keep a Record of the results of examinations held by himself and the other members of the Staff.

Normal School Masters.

1. The Masters shall be responsible to the Principal for the order, discipline and general progress of their classes.

2. They shall, at least once in every four weeks, report to the Principal the standing of each student in the subjects of their Departments: of this standing, which may be

obtained by an oral or a written examination, a Record shall be kept by the Principal, and this Record, together with a similar one embracing the Principal's subjects, shall determine the student's status as to scholarship.

3. Absence from any particular class shall be reported to the Principal within the day of such absence.

4. Should any of the Normal School Masters, when visiting the Model School, notice that the Model School teacher in charge is presenting a subject in his (the Normal School Master's) department, in a manner at variance with his method as taught in the Normal School, he shall call the attention of the Model School teacher to that fact, through the Head Master or the Head Mistress.

5. All other officials shall be responsible to the Principal for the proper discharge of their duties.

Provision for Principal's absence.

Should the Principal at any time be called away from the School, the Senior Master shall exercise full jurisdiction.

MODEL SCHOOL.

Head Master and Head Mistress.

1. These teachers shall be responsible to the Principal for the order, discipline and general progress of the pupils attending all the classes; and they, together with the Assistant Teachers, shall see that the Janitors carry out the instructions given them by the Principal.

2. They shall, as often as possible, visit the classes taught by their Assistants, for the purpose of satisfying themselves that the work is being thoroughly done. To this end they shall make themselves familiar with the methods suggested in the lectures given in the Normal School. If they find it necessary they shall call the attention of these Assistants to needful improvements, but not in the presence of the pupils.

3. They may, at any time, if they think fit, question the pupils of any class. This should be done in a manner as courteous as possible to the Assistant.

4. They shall have charge of the Application Register, and shall see that all the facts enquired about by that Register are fully and accurately stated.

5. They shall subject to examination all applicants for admission to classes above the First and Second; the necessary papers being prepared and answers read by teachers of the class for which the pupil applies.

6. No admissions will be made except at the beginning of a Session, *i.e.*, immediately after the Midsummer and Christmas vacations.

7. Should any vacancy occur during a Session, pupils *may* be admitted, but only on their passing an examination equivalent to the work then being done by the class.

8. Should a pupil be absent for a month or a longer period, his place can be retained only by payment of the usual fee.

9. Notices sent to parents with regard to the admission of their children to the school, shall be signed by the Principal.

10. The Head Master and the Head Mistress shall have power to suspend any pupil for a period not exceeding one day, if it become necessary to do so. The fact must be at once reported to the Principal. The parents also shall be notified of the suspension and its cause; and, should circumstances require it, the Head Master or the Head Mistress shall seek an interview with the parents.

11. They shall see that no corporal punishment be used in the school-room. If the pupils are kept employed, and the teacher gains their affections by manner and by method of teaching, there will be no necessity for resorting to this mode of discipline.

12. They shall lay down at the beginning of each session General Rules for the guidance of the pupils throughout the session.

13. They shall, in case of any Assistant being absent through illness, at once report the fact to the Principal, who will, if the Normal School is in session, endeavour to supply

the place by a student : otherwise the Head Master shall make such temporary provision as is considered most suitable, subject to the approval of the Principal.

14. They shall see that the Honor Rolls of their own and of the other classes are carefully compiled and hung up in a conspicuous part of the class-room.

15. They shall keep a record of all cases of discipline with which they have to deal directly, as well as of those referred to in No. 2 *d*, of instructions to Assistants : at the same time they shall report these facts to the Principal, not necessarily for his interference, but for his information. If these admonitions from the Head Master or the Head Mistress fail to secure improvement, the pupil shall be sent to the Principal, who will deal with such case according to his judgment.

Assistant Teachers.

1. Assistant Teachers shall be responsible to the Head Master or the Head Mistress, for the order, discipline and general progress of their classes.

2*a*. Each assistant shall have power to deal directly with all minor cases of discipline in his or her own class, such as absence, tardiness, careless preparation, general neglect or indifference. *b*. Should such absence, tardiness, etc., be of frequent occurrence, it shall be their duty to report to the Head Master. *c*. When notices of absence, etc., are sent to a parent, they must be signed by the Head Master or the Head Mistress. *d*. Should no improvement in respect of any of these faults manifest itself, the Assistant shall report the fact to the Head Master or the Head Mistress, who will deal with the case as he or she thinks proper.

3. Permission for *necessary* absence desired by any Assistant must be obtained from the Principal through the Head Master.

4*a*. In the morning, for thirty minutes before nine, during the morning recess, and at the noon hour, it shall be the duty of one Assistant to be on the play-ground, and of another to be in class-rooms, halls, and cloak-rooms, to see that the pupils comport themselves as become Model School pupils. *b*. Should any pupil be detained after school hours, an Assistant shall also remain. *c*. An Assistant shall have charge and supervision, if pupils remain to play after school hours.

5. When Special Masters are engaged in teaching, the Assistant Teachers shall, in order to allow these Masters to devote themselves wholly to their work, have the oversight of the class.

Special Masters.

The work of these Masters shall be under the general supervision of the Head Master and the Head Mistress, subject to reference to the Principal.

TORONTO, April, 1884.

COUNTY MODEL SCHOOL BOARDS.

GENTLEMEN,—The establishment of County Model Schools was designed to place within easy reach of all the young teachers of the Province the facilities for such training in the art of teaching as would enable them to enter upon their profession with clear and definite views, both as to its duties and difficulties.

By the Departmental regulations no person can enter the profession without this preliminary training ; and, without the hearty co-operation of the Trustees of the Public School to which the Model School is attached, it will be impossible to arrange the course of study in such a way as to get the best results. The response made by trustees to the requirements of the Education Department has in the main been very satisfactory, and has led to the establishment of fifty-two model schools, in which nearly 1,000 teachers are annually trained. Complaint is made, 1st, that the Legislative grant is not sufficient ; and 2nd, that the Model School interferes with the work of the Public School. The first complaint is one which the Legislature can easily remove ; the second, though not at all serious, will, I believe, be very much lessened under the new regulations by which it is

proposed to reduce the actual teaching by the students to about one hour a day during a period of seven weeks, and this only after they have received full instruction as to how they should conduct themselves before a class.

But while on the one hand it is desirable that the Public School should not suffer because of its connection with the Model School, on the other hand it is also desirable that every facility should be afforded the Model School students in the pursuit of their studies. At present the greatest obstacle in the way is the fact that the Principal of the Model School in several cases is required to do the Model School work before and after the regular school hours. The physical strain involved is too great for effective work in either capacity. So strongly have Boards of Trustees been impressed with this, and so anxious have they been to aid in the great work of improving our school system, that already in twelve schools the Principal has been relieved during the whole Model School term, and in eighteen schools from two to three hours per day. In the remaining twenty-two schools no adequate relief has been provided. As this is a vital matter to the success of the whole scheme, the following plans for relieving the Principal are suggested :—

1. Employing an extra assistant during the Model School term.
2. Employing a duly qualified person to do the Model School work.
3. Dismissing a junior division at 11 a.m. and at 3 p.m., and allowing the teacher to take some of the less difficult subjects in the Principal's room.
4. Securing the services of a High School student during a portion of each day. As Boards of Trustees are to be permitted, under the new regulations, to impose a fee of not more than \$5 on each teacher in training, the expense incurred will be fully met without any additional cost to the Board.

I shall be glad to hear that you have, either in one of the ways indicated, or in some other way, provided such assistance for your Principal (if not already done) as will place your Model School in a position to render its share of the great work of training teachers as thorough and efficient as may be desired.

NOTE TO INSPECTORS.—It is very desirable that Inspectors should aid and encourage Trustees in providing the much needed help above referred to for the Principals of Model Schools.

TORONTO, *July, 1884.*

TEACHERS' ASSOCIATIONS.

1. *Objects of Association.*—In each county or inspectoral division, a Teachers' Association shall be formed, the object of which shall be to read papers and discuss matters having a practical bearing on the daily work of the school-room.

2. *Officers.*—The officers of the Association shall be a president, vice-president, and secretary-treasurer. There shall also be a management committee of five. The officers of the Association and the management committee shall be elected annually.

3. *Meetings.*—There shall be at least one meeting of the Association each year, extending over two or more days, to be called the annual meeting, for the election of officers and the discussion of such matters as may be submitted by the management committee.

4. *Sessions.*—The session of the annual meeting on the first day shall be from 10 a.m. to 12 m., and from 2 p.m. to 5 p.m.; on the second day from 9 a.m. to 12 m., and from 2 p.m. to 4 p.m.

5. *Time and place.*—The time and place for holding this meeting, and the programme for the same, shall be arranged by the Education Department on consultation with the Inspector or Inspectors of the county or divisional Association. A copy of the programme should be sent to every teacher in the county or inspectoral division at least one month before the time of the meeting. The work of the Association shall be as practicable as possible; and at every meeting illustrative teaching of classes should form a prominent part of the proceedings. All questions and discussions foreign to the Teachers' work should be avoided.

6. *Township Meetings.*—Another meeting, arrangements for which should be made at the annual meeting of the Association, for the county or inspectoral division, may be held during the year; or in lieu thereof a series of Township Associations may be held in the townships or union of townships in the county.

7. *Teachers to attend.*—It shall be the duty of every teacher to attend continuously all the meetings of the Association held in his county or inspectoral division (two days in each half year so spent to be counted as visiting days), and in the event of his inability to do so, to report to his Inspector, giving reasons for his absence.

8. *Inspector's duty.*—It shall be the duty of the Inspector to furnish the secretary of the Association with a list of the teachers in his county or inspectoral division. From this list the roll shall be called at the opening of each session. He shall also report to the Department on the form prescribed.

9. The following order of business is recommended:—

First Day.

1. Opening.
2. Appointment of committees.
3. Business.
4. Reading and discussion of papers.
5. Lecture in the evening by the Departmental Director of Teachers' Associations.

Second Day.

1. Opening.
2. Receiving report of committees.
3. Business.
4. Reading and discussion of papers.
5. Election of Officers.
6. Closing.

10. *Director.*—The Departmental Director of Teachers' Associations shall attend the annual meeting of each Association, and shall discuss at least three subjects on the programme, and deliver a public lecture on the evening of the first day.

TORONTO, August, 1884.

Under the regulations of 1877 Teachers' Associations were first recognized by law as part of the educational machinery of the Province. Since that time, owing largely to the zeal of the profession and the energy of the Inspectors, they have grown rapidly in popularity and usefulness, and are now regarded as an essential element of our system of education. It is not possible within the limits of a brief circular to point out all the benefits already derived from these meetings. Suffice it to say that they have kept up an *esprit de corps* among the profession; they have led to improved methods of instruction in the school room; they have incited teachers to reflection in regard to their school-room duties; they have stimulated and encouraged many who lacked confidence in themselves; they have unified the course of study by means of promotion examinations; they have developed better social relations between members of the profession; they have given Inspectors opportunities of conveying instruction in the mass that could not be done as well individually; and above all they have aroused a deeper public interest in the great work in which the teacher is daily engaged. But while all this has been done by the almost unaided efforts of the profession, it is believed still better results will be secured by placing them under the supervision of an officer of the Department. It has too often happened that teachers attend meetings of their associations at much inconvenience and expense, only to find a poor programme badly carried out. The presence of a competent officer at each meeting would at least partially obviate this evil, and be some guarantee that the meeting would not be a failure. Accordingly, the Department

has appointed such an officer, with the title of "Director of Teachers' Institutes," whose duties briefly are (a) to visit each Institute annually; (b) to deliver at least three lectures to the Institute, and one public address at each visit; (c) to form the teachers into classes for instruction in methods of teaching; (d) to direct the profession either by examination, or otherwise, as to the literature that should occupy their attention during their spare hours; (e) to arouse their professional enthusiasm by personal intercourse and advice; (f) to meet trustees and other school officers and give such information in regard to school matters as may be required; (g) to report annually to the Department the attendance at each meeting, the nature of the work done, etc.

In order to carry out this programme it will be necessary for the Department to fix the time for each meeting. The calendar appended will show the arrangements for 1884-5. The place of meeting is to be settled by the Executive Committee as formerly. The subjects to be discussed are also left to the judgment of the Executive, only that time should be allowed for one lecture the first day, and two the second, by the Director of Institutes.

It is not to be forgotten that while assistance is being rendered, as above indicated, much will still depend upon local effort. The object of the Department in providing official assistance is not to supersede but to supplement home talent. It will also be observed that the annual meetings for 1884-5 are not held for Inspectoral Divisions, but for Counties. This is unavoidable, as the season during which teachers can be conveniently assembled is very short. Should it appear, however, that county meetings are too cumbrous or otherwise unsuitable, different arrangements might be considered for 1886.

TORONTO, *Sept., 1884.*

TEACHERS INSTITUTES.—1884-5.

NOTE.—The counties on the left are to be visited by Dr. McLellan, on the right by Mr. Tilley.

DATES OF ANNUAL MEETINGS.—1884-1885.

1884.

Counties.

Lambton.....	Oct. 9th and 10th.
Kent.....	" 16th and 17th.
Huron.....	" 23rd and 24th.
Halton.....	" 30th and 31st.
Wentworth.....	Nov. 6th and 7th.

Counties.

Renfrew.....	Sept. 26th and 27th.
Prescott and Russell.....	Oct. 3rd and 4th.
Dundas.....	" 10th and 11th.
Prince Edward.....	" 17th and 24th.

1885.

Counties.

South York.....	15th and 16th.....	East Bruce
North York.....	22nd and 23rd.....	Peel
Simcoe.....	29th and 30th.....	Ontario

FEBRUARY.

Peterboro'.....	5th and 6th.....	Northumberland
Durham.....	12th and 13th.....	West Victoria
Wellington.....	19th and 20th.....	Leeds
Waterloo.....	26th and 27th.....	Grenville

MARCH.

East Victoria.....	2nd and 3rd.....	Stormont
Haliburton.....	5th and 6th.....	Lanark
Brant.....	APRIL 30th and MAY 1st.....	Welland

Counties.	MAY.	Counties.
Hastings.....	7th and 8th.....	Halton
Lennox and Addington.....	14th and 15th.....	West Bruce
Prince Edward.....	18th and 19th.....	
Frontenac.....	21st and 22nd.....	North Grey
Renfrew.....	28th and 29th.....	South Grey
JUNE.		
Haldimand.....	12th and 13th.....	Dufferin
	19th and 20th.....	Huron
SEPTEMBER.		
Glengarry.....	17th and 18th.....	Norfolk
Prescott and Russell.....	24th and 25th.....	Kent
OCTOBER.		
Lincoln.....	1st and 2nd.....	Wentworth
Elgin.....	8th and 9th.....	Oxford
Middlesex.....	15th and 16th.....	Lambton
Perth.....	22nd and 23rd.....	Essex
Dundas.....	29th and 30th.....	
NOVEMBER.		
Carleton.....	5th and 6th.....	

QUALIFICATIONS OF HIGH SCHOOL HEAD MASTERS AND ASSISTANT MASTERS.

1. The qualifications of the Head Master of a High School or a Collegiate Institute shall be (a) a degree in Arts obtained after a regular course of study from any chartered University in the British Dominions, and (b) one year's successful experience as an Assistant Master in a High School, or an equivalent experience in a College or Private School.

Assistant Masters.

2. The qualifications of an Assistant Master shall be (a) a degree in Arts as above ; or (b) a First or Second Class Certificate as a Public School Teacher ; or (c) a permit from the Education Department.

3. An applicant for a permit must furnish satisfactory evidence of (a) good moral character, (b) literary attainments, and (c) successful experience as a teacher.

4. Permits shall be valid for one year only, but may be renewed for another year, at the request of the Trustees of a High School or Collegiate Institute, proposing to engage the services of the applicant.

TORONTO, October, 1884.

4.—CERTIFICATES OF ELIGIBILITY.

FOR

INSPECTORS, HIGH SCHOOL MASTERS, AND EXAMINERS.

(Continued from Report of 1883.)

1. NAMES OF PERSONS WHO HAVE RECEIVED INSPECTORS' CERTIFICATES.

NOTE.—All Inspectors will be *ex-officio* members of the Board of Examiners for their respective Counties.

Crosby, Alonzo C., B.A. Deacon, John Scott. Dawson, R., B.A. Davis, Bidwell N., B.A. Ferguson, Miles. Hughes, Samuel.	Irvine, William H., B.A. Lyall, Thomas F., B.A. Merchant, Francis Walter, B.A. Mayberry, Charles A., B.A. McMillan, Alexander. McGillivray, D., B.A.	Odlum, Edward, M.A. Robertson, Neil, B.A. Whittington, A., M.A. Wright, Arthur W., B.A. Walrond, Thomas James.
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2. NAMES OF PERSONS WHO HAVE RECEIVED HIGH SCHOOL MASTERS' CERTIFICATES.

Alexander, L. H., B.A. Bellamy, Jerrie S., B.A. Cody, W. S., B.A. Connell, J. C., B.A. Davis, Bidwell N., B.A. Evans, Walter T., B.A. Grant, D. M., B.A. Gamble, J. B., B.A. Henry, Thomas M., B.A.	Haight, Milton, B.A. Hopper, Samuel Thos., B.A. Kemp, Chester Charles, B.A. Langford, A. L., B.A. Mulloy, Charles Wesley, B.A. McKay, Alexander Grant, B.A. McGillivray, D., B.A. Packman, James H., B.A. Park, Henry G., B.A.	Robertson, Charles, B.A. Riddell, George J., B.A. Shepherd, William Geo., B.A. Stevenson, Andrew, B.A. Simpson, John, B.A. Waldron, Charles H., B.A. Westlake, H., B.A.
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3. NAMES OF PERSONS WHO HAVE RECEIVED EXAMINERS' CERTIFICATES.

Hamilton, John Arthur, B.A. Harstone, J. C., B.A. Kennedy, Lyman A., B.A.	McKay, Alexander Grant, BA. Seymour, W. F.
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5.—CONFIRMATION OF BY-LAWS.

The following is a list of the by-laws confirmed during 1884.

Municipality passing the By-law.	Date of Application to confirm.	School Corporations affected.	Other Municipalities concerned.	How disposed of.
Township of Toronto.	17th March, 1884	Sec. 18, Tp. Toronto.	Village of Streetsville	By-law No. 421, Confirmed 2nd April.
Village of Streetsville.	23rd Feb., 1884.	Village of Streetsville	No. 18, Tp. Toronto.	By-law No. 166, Confirmed 2nd April.
Township of Brock..	10th Nov., 1884.	Cannington School Sec. formerly known as School Sec. No. 15 Brock.	Nos. 8 and 10, Brock.	By-law No. 357, Confirmed 24th Nov.

DIVISION II.

PROVINCIAL NORMAL AND MODEL SCHOOLS.

I. THE TORONTO NORMAL SCHOOL.

1. *Staff of the Toronto Normal School, 1884.*

H. W. Davies, D.D.....	Principal.		
Thomas Kirkland.....	Science Master.		
James Carlyle, M.D.....	Mathematical Master.		
Samuel Clare.....	Writing and Bookkeeping Master, and in Model School.		
J. H. McFaul.....	Drawing	"	"
S. H. Preston.....	Music	"	"
Richard Lewis.....	Elocution	"	"
T. Parr.....	Drill and Calisthenics	"	"

2. *Students in the Toronto Normal School, 1883, 1884.*

	ADMITTED.	
	Male.	Female.
First Session	43	78
Second Session	41	57
Total.....	84	135

RELIGIOUS PERSUASIONS OF STUDENTS.

	Church of England.		Roman Catholic.		Presbyterian.		Methodist.		Baptist.		Congregational.		Friends.		Other Persuasions.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
For the years 1883-4 . . .	6	15	2	3	30	57	36	39	2	7	2	1	.....	3	9	10

II.—THE OTTAWA NORMAL SCHOOL.

1. *Staff of the Ottawa Normal School, 1884.*

J. A. McCabe, M.A. Principal.

Geo. Baptie, M.A., M.B. Science Master.

Wm. Scott, B.A. Mathematical Master.

D. J. Bannell Sawyer Writing and Bookkeeping Master, and in Model School.

R. H. Whale Drawing Master, and in Model School.

W. G. Workman Music “ “ “

E. B. Cope Drill and Calisthenics Master, and in Model School.

	ADMITTED.	
	Male.	Female.
First Session	29	52
Second do	25	26
Total.....	54	78

COUNTIES OF 2ND CLASS STUDENTS ATTENDING, 1883-4.

	Glenegarry.	Stormont.	Dundas.	Prescott.	Russell.	Carleton.	Grenville.	Leeds.	Lanark.	Renfrew.	Frontenac.	Lennox and Addington.	Prince Edward.	Hastings.	Northumberland.	Durham.	Peterboro'.	Victoria.	Ontario.	York.	Peel.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Female.	
For the years 1883-4	1	2	5	2	2	3	1	4	2	5	13	1	3	6	1	3	1	5	3	1	2	1

The Ottawa Normal School.

COUNTIES OF 2ND CLASS STUDENTS ATTENDING, 1883-4.

	Male.	Female.	Males.	Females.
Sincoe.	Male.	Female.	2	2
Halton.	Male.	Female.	1	3
Wentworth.	Male.	Female.	..	..
Brant.	Male.	Female.	..	..
Lincoln.	Male.	Female.	1	..
Welland.	Male.	Female.	2	..
Haldimand.	Male.	Female.	..	1
Norfolk.	Male.	Female.	..	3
Oxford.	Male.	Female.	1	2
Waterloo.	Male.	Female.	4	2
Wellington.	Male.	Female.	3	..
Dufferin.	Male.	Female.	1	..
Grey.	Male.	Female.	..	1
Perth.	Male.	Female.	1	..
Huron.	Male.	Female.	1	4
Bruce.	Male.	Female.	..	3
Middlesex.	Male.	Female.	6	3
Elgin.	Male.	Female.	1	8
Kent.	Male.	Female.	2	3
Lambton.	Male.	Female.	3	2
Essex.	Male.	Female.	1	2
Quebec.	Male.	Female.	..	..

RELIGIOUS PERSUASIONS OF STUDENTS.

Church of England.		Roman Catholic.		Presbyterian.		Methodist.		Baptist.		Congregationalist.		Disciple.		Other.	
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
5	17	8	5	16	29	21	23	.....	2	.....	1	1	.....	3	1

For the years 1883-4.....

III.—THE MODEL SCHOOL, TORONTO.

1.—*Staff of the Toronto Model School, 1884.*

Charles Clarkson, B.A.	Head Master, Boys' Model School.		
Angus McIntosh	First Assistant,	"	"
James McLurg	Second "	"	"
Hattie McLellan	Third "	"	"
Margaret T. Scott	Head Mistress, Girls' Model School.		
K. F. Hagarty	First Assistant,	"	"
M. Meehan	Second "	"	"
J. Meneilley	Third "	"	"

2.—*Number of Pupils in 1884.*

Boys, 178	Girls, 188	Total, 366.
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IV.—THE MODEL SCHOOL, OTTAWA.

1.—*Staff of the Ottawa Model School, 1884.*

Edwin D. Parlow	Head Master, Boys' Model School.		
Thomas Swift	First Assistant,	"	"
R. H. Cowley	Second "	"	"
Eliza Bolton	Third "	"	"
Adeline Shenick	Head Mistress, Girls	"	"
Maggie Cusack	First Assistant	"	"
Mary G. Joyce	Second "	"	"
Margaret A. Mills	Third "	"	"

2. *Number of Pupils in 1884.*

Boys, 187	Girls, 189	Total, 376.
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V.—EXPENDITURE, 1883, 1884.

Normal and Model Schools, Toronto:—

	1883.		1884.
Salaries	\$19,840 00	\$19,702 67
Expenses	4,370 18	....	8,022 55
	<u>\$24,210 18</u>		<u>\$27,725 22</u>

Normal and Model Schools, Ottawa:—

	1883.		1884.
Salaries	\$17,239 98	....	\$17,410 00
Expenses	3,890 24	....	4,467 46
	<u>\$21,130 22</u>		<u>\$21,877 46</u>

Receipts from Fees of Model School Pupils:—

	1883.		1884.
Toronto, at \$2.00 per month	\$7,318 00	....	\$6,588 00
Ottawa, at 1.50 "	5,914 00	....	5,518 75
	<u>\$13,232 00</u>		<u>\$12,106 75</u>

DIVISION III.

COUNTY MODEL SCHOOLS.

REGULATIONS RESPECTING COUNTY MODEL SCHOOLS.

Approved by the Lieutenant-Governor in Council, August 14th, 1884.

1. The County Board of Examiners for each county or group of counties shall set apart at least one Public School for the professional training of Third Class Teachers, subject to the approval of the Education Department.

2. The requisites of a County Model School shall be as follows :—

(a) One room in addition to those required for ordinary school purposes, either in the same building or elsewhere, to be provided by the trustees.

(b) Such full and complete equipment as is now required for the fourth form of a Public School.

(c) A Principal holding a First Class Provincial Certificate, with three assistants holding at least Second Class Provincial Certificates.

3. The teachers in training shall attend regularly and punctually during the whole Model School term, and shall be subject to the discipline of the Principal, with an appeal, in case of dispute, to the Chairman of the County Board of Examiners.

4. The Principal shall report at the close of the session the status of each teacher in training, as shown by the daily register.

5. The teachers in training shall be subjected to an examination in practical teaching at the close of the session, and also to a written examination on papers prepared by the Department.

6. In any county where there are two or more Model Schools, the County Board shall assign to each, such number of applicants as the capacity of the school will permit ; and in cases where there may be a deficiency of room in any Model School to accommodate all the applicants, the County Board may give preference of admission to such candidates as have gained the highest number of marks at the non professional examination for Third Class Certificates.

7. Boards of Trustees are authorized by resolution to require a fee of not more than five dollars to be paid by each teacher in training.

8. There shall be one session of thirteen weeks in each Model School during the year, beginning on the second Tuesday in September.

9. Each Model School shall be visited at least once during the session by the Departmental Inspector.

COURSE OF STUDY.

The work of County Model Schools is to give to the student-teachers such an insight into the principles of education and into the theory and practice of teaching as will enable them to organize, govern, and teach a school efficiently. It embraces :—

1. *Principles of Education.*—School organization, management, discipline, methods of instruction, and practice in teaching.

2. *Physiology and Hygiene.*—(a)—Laws of health, temperance, cleanliness, hours for study, rest, recreation, and sleep. (b)—Heating and ventilation of the school-room. (c)—Functions of the brain, eye, stomach, heart and lungs.

3. *Music, Drawing and Calisthenics.*—It will be impossible in the short term of the Model School to do more than teach the simplest elements of music. However, enough can be done to enable the student teacher to conduct classes in scale notation and in simple songs. In drawing and calisthenics the course prescribed in the Syllabus can easily be mastered. These subjects are not compulsory, but if taken up, due credit will be given for work done in them in awarding certificates.

4. *Review of Non-Professional Work.*—It is very desirable that the students should be required to review and supplement their knowledge of the principal subjects on the Public School curriculum, as composition, grammar, arithmetic and literature. For this purpose the Principal might give a few exercises in these subjects during the term, and by oral or written examinations test the students' knowledge of matter as well as methods of instruction. Literary work should not be entirely divorced from professional training.

5. *School Law.*—A knowledge of school law, so far as it relates to duties of teachers and pupils.

HINTS ON MANAGEMENT.

First Section of Term.—Two Weeks.

I. *Opening of School.*—In opening the Model School the Principal should explain to the teachers the organization and classification of the Public School with which it is connected ; the necessity of observing carefully the methods of teaching practised by himself and assistants ; the *points* on which they are marked in the Training Register ; the importance of careful preparation for each day's work ; the necessity of regularity and punctuality, with such other hints in regard to their deportment towards each other, towards the teachers on the staff, and the pupils with whom they come in contact, as may be considered requisite.

II. *Teaching by Principal.*—For the first two weeks of the session the Principal should teach, in the separate room provided for this purpose, those subjects which he intends the student-teachers subsequently to begin with. This is preferable to an introductory course of lectures. In teaching a class as above, the Principal should first lay clearly before the students the plan of the lesson, and illustrate this plan by his method of teaching. He should also require them to take notes of his methods, and in the "criticism" hour these notes will furnish a basis for many practical hints. In this way—say ten lectures—combined with illustrative teaching, may be given on the best method of teaching reading, arithmetic, spelling, and geography to a primary class. During this time the student-teachers should not be required to visit the different departments of the Public School for *observation*, as no person can observe intelligently, or with profit, until he has first some idea of the object to be attained by the teacher.

III. *Teaching by Students.*—The student-teachers having observed and taken notes of the Principal's methods of teaching, are now prepared for actual teaching, as well as for more extended observation elsewhere. It will be well, therefore, during the second two or three weeks of the session to employ them in teaching a class as above, in the separate room used for the purpose, the subjects previously taught in their presence by the Principal.

IV. *Observation.*—The Principal should next prepare the student-teachers for taking observations in the different rooms set apart for training purposes. They should have learned at least by this time that no lesson can be well taught unless both the *matter* of the lesson and the *method* of presenting it to a class have been carefully considered.

The assistant teachers should explain, in the presence of the student-teachers, the purpose and plan of the lesson to be taught, before they begin to teach. Attention should also be called to *points* in the progress of the lesson, and the work should be summarized at the close. The student-teachers should not be mere visitors in a room, but should observe *methods* of teaching and *discipline*. They must therefore be taught to observe intelligently.

The following hints on "observation" are suggested :—

1. *Matter.*

- (1) Whether suitable to the class ; proper amount for one lesson ; whether exercising observation, conception, reason or all of these.
- (2) Lesson—whether bearing on one point ; into what heads divided.
- (3) Whether in a lesson involving a moral lesson, the proper applications are made.

2. Method.

- (1) Whether the *purpose* of a lesson was properly outlined at the beginning.
- (2) Whether the connection between the lesson and previous work was shown when possible.
- (3) Whether the error of *telling* too much was guarded against.
- (4) Whether good illustrations were used, specimens distributed, and diagrams drawn.
- (5) Whether *appropriate* and *definite* questions were given.
- (6) Whether the blackboard was used, and new terms written upon it.
- (7) Whether errors in answering were thoroughly corrected, and special attention given to pupils who were backward.
- (8) Whether pupils were allowed sufficient time to think.
- (9) Whether the attention of all the class was secured, or of only a *few forward* pupils.
- (10) Whether the lesson was properly summarized.

3. The Class.

- (1) Whether respectful, attentive, interested, and, if so, how secured.
- (2) Whether pupils seemed weary, if so, why?
- (3) Whether likely to carry away the lesson as a whole.

Each student should be required to enter his daily observations upon a sheet similar in form to that given below :—

Name of assistant teacher.....

Date.....

Subject of lesson.....

Notes by student-teacher as follows :—

.....

.....
Signature of Student.

These "observations" should be submitted to the Principal for consideration during the "criticism hour," who will find ample material in the notes made, and in the discussion of the more theoretical part of the course, such as "management, discipline, organization," etc., to occupy all the time at his disposal.

SECOND SECTION OF TERM—THREE WEEKS.

Observation and Class Teaching.—During this section of the term, one-half of each day should be spent by the students in the Model School room :—

1. In observing class teaching by the Principal.
2. In class teaching before the Principal and their fellow-students.
3. In criticisms. During the "criticism hour" the students should be required individually to read their notes with reasons, and all should be encouraged to express their opinions freely ; the Principal directing the discussion and closing the criticisms.

During the second half of the day the students should be engaged in observing teaching in the different rooms and in taking notes. In order to secure uniformity and definiteness, the following form is recommended :—

Report of lesson on.....

Taught by.....

The faults most worthy of notice were :—

1. Your position
2. The plan of lesson.....
.....
3. Your management
4. Your language was.....
for instance.....
5. In energy you.....
6. Your mode of questioning was
- for instance.....

Besides the above, other matters worthy of criticism should be reported.

Date..... *Assistant Teacher*.....

The assistant teacher should make entries on the *form* during the progress of the lesson, and at the close hand it to the student-teacher, who should hold himself ready to be criticised on the points noted, by the Principal, whenever necessary. The marks assigned by the assistant teacher for the lesson should be given immediately after the lesson is concluded, and may be communicated to the student-teacher, at the option of the Principal. All lessons should be assigned to the student-teachers by the Principal, on consultation with the assistants in whose rooms the lessons are to be taught, and a record kept of each lesson in the Training Register, so as fairly to afford equal practice in every subject in the Public School curriculum.

THIRD SECTION OF TERM—SEVEN WEEKS.

1. *Teaching by Students in the Divisions.*—The student-teacher having already seen the Principal teach a number of subjects ; having taught the subjects himself under the direction and criticism of the Principal ; having *observed* how classes are taught by the assistant teachers ; and having some idea of the “matter” and “method” of a lesson, should now be able to take charge of a class in the subjects already illustrated. As preliminary to this step, the lesson to be taught should be assigned the previous day, and thoroughly prepared, the assistant teacher, with whose class the student is entrusted, should leave him as much as possible to his own resources, and should take notes for subsequent entry in the Training Register. Assistant teachers should not be reticent in reporting criticism, particularly if the work has been badly done. The criticism should be *thorough, definite, just and kind*.

2. *Number of Lessons to be taught by Students.*—It is desirable that not less than thirty lessons shall be taught by each student. By the course suggested, at least seven weeks will be available for teaching in the different divisions. Taking twenty students as the average number in a Model School, and allowing one half-hour lesson per day to each student, we have ten hours per day for teaching by the student. Taking four divisions as the number used for Model School purposes, with a senior and junior section in each division, we have eight classes for ten hours of teaching, or an average of one hour and a quarter for each class during each day for seven weeks. When the number of students exceeds twenty, more than four divisions should be used if possible. The students should be properly distributed among the different rooms, and while one teaches, the others will observe and take notes. Lessons by students should not immediately follow each other. It is also strongly recommended that the students assigned to a division should remain a week in one room. By this means the corrections made by the assistant teachers will be more effective, the students and the pupils will become better acquainted, there will be less change, and consequently the regular work of the division will be less disturbed.

FOURTH SECTION OF TERM—ONE WEEK.

Review and Examination.—Students should not be required to do any school work during this week, but should be allowed to review the work of the term.

SYLLABUS OF LECTURES.

Opening Lecture by the Public School Inspector.

It is very desirable that the Inspector should be present at the opening of the Model School and address the students. In his address the following should be considered :

- (1) The importance of the teacher's work in the school room and in the school section.
- (2) His opportunities for doing good.
- (3) The need of giving proper attention to his health.
- (4) The need of availing himself of every means whereby he may rise in his profession.
- (5) Proper attention to the instructions given by the Principal of the Model School and by the assistants.
- (6) Careful attention to teaching witnessed by students.
- (7) Proper deportment during the session.
- (8) Preparation of lessons assigned.
- (9) Necessity for continuing his professional reading.
- (10) Reward of the faithful teacher.

LECTURE I.

Characteristics of a Good Teacher.

1. *Mental Characteristics.*—1. Professional spirit.—2. Sympathy.—3. Tact.—4. Earnestness.—5. Energy (not demonstrative).—6. Enthusiasm.—7. Hopefulness.—8. Patience.—9. Watchfulness.—10. Definiteness.—11. Thoroughness.
2. *Characteristics of Manner.*—1. Quietness.—2. Cheerfulness.—3. Calmness.—4. Self-possession.—5. Uniformity of temper.—6. Politeness.—7. Kindness.
3. *Habits.*—1. Speaking in a low tone.—2. Orderliness.—3. Punctuality.—4. Cleanliness.—5. Neatness.

LECTURE II.

Primary Reading.

I. There are two steps in learning to read well :—

- (a) Word recognition.
- (b) Expressive reading.

II. *Methods of teaching reading.*—1. Expressive reading can only be taught to junior pupils by giving them good examples for imitation. It should be taught to senior pupils by giving them proper rules for pausing, emphasis, inflection, etc.

2. Word recognition may be taught by either of the following methods :—

- (a) The alphabetic, or naming method.
- (b) The word, or "Look and Say" method.
- (c) The phonetic method.
- (d) The phonic method.

3. The alphabetic method has been generally discarded, because in most cases the names of the letters in a word are in no sense suggestive of the sound of the word itself. The only plea urged for its use is that it teaches spelling, by compelling pupils to spe

words before naming them. It does this only to a limited extent, and in direct opposition to the recognized rule that spelling should be taught by reading, instead of trying to teach reading by spelling.

4. The phonetic method requires a new alphabet with a letter to represent each sound in the language, and is therefore impracticable with our present alphabet.

5. The word, or "look and say" method gives the name of the whole word to the pupils. The objections to its use are :—

- (a) It depends too much on the memory,
- (b) It does not make the pupils do independent work soon enough.
- (c) The pupils can make very little, if any, use of knowledge already gained in acquiring more.
- (d) It makes the pupil a receptive rather than a constructive agent.
- (e) It does not compel such scrutinizing inspection of words as to lead to correct spelling.

6. If the English alphabet had but one sound for each letter and only one letter to represent each sound, the phonic method alone would be the best plan for teaching children to recognize new words. It gives the pupil the sound of the letters and trains him, first, to combine these sounds to form words ; and secondly, to recognize new words by sounding the letters which form them.

7. To avoid the mental confusion of children, teachers should use a perfectly self-consistent alphabet, with only one sound for each letter, during the first five or six weeks of a child's experience in learning to read. By using the short sounds only of the vowels a very large number of words may be formed.

8. The Phonic, combined with the word method, will be found to lead to the best results in teaching word-recognition.

III. *General Suggestions.*—1. Use slates and the black-board in teaching reading from the beginning.

2. Let the pupils write script from the first.

3. Teach the sounds of letters only as they are used. It is a great mistake to teach the alphabet as a whole, either by names or sounds, before putting these to a practical use.

4. Pupils should not be allowed to try to read a sentence until they know all the words it contains.

5. Simultaneous reading should only be allowed when the pupils are imitating the teacher, or when they are reciting something that has been committed to memory.

6. Bright pupils are certain to engross most of the teacher's attention so long as they are in the class. Dull pupils should get most teaching. In order to secure this result, when the new work of a lesson has been taught, give review test words or sentences, and let those who read them first go to their seats and work there.

7. Backward pupils rely on those more advanced to lead them, and it is of the utmost importance that they should be compelled to make independent efforts. It is therefore very much better to let the pupils whisper the new words or sentences to the teacher after he has written them on the black-board.

8. Pupils should be required to do a great deal of word-building. The following are illustrations of an infinite variety of problems which may be assigned to them :—

(a) When they know the sounds of at, in, ing, on, etc., let them make as many new words as possible by prefixing letters to them.

(b) Give them two consonants, one for the beginning and the other for the end of a series of words, and let them form words by writing vowels between them.

(c) Give a single consonant, and let the pupils form as many words as they can, beginning or ending with it, and containing the number of letters fixed by the teacher.

(d) Write a certain number of letters on the black-board and let the pupils form as many words as possible by using only these letters.

(e) If the word method be used, it is a good plan to set the pupils to count at their seats how often certain words occur on a certain number of pages.

9. Lessons in reading to primary classes should be brief and lively. Two fifteen minute lessons are much better than one lasting half an hour.

10. Vary the method of conducting the lessons as much as possible.

11. In order to correct or prevent the habit of sounding "a" and "the" separate from the words following them, let the pupils first use them in speaking of some object held by the teacher. He holds up a book, for instance, and the pupils say correctly and naturally "a book," or "the book." They will do so without fail. Then these words should be written on the black-board, and repeated by the class, the teacher pointing alternately to the object and to the written words. It is also a good plan to join such words, as well as adjuncts, by bracketing them when they are written on the black-board.

LECTURE III.

Language Lessons.

This subject should form a part of the every-day work in the school-room. It should precede the study of grammar.

Correct forms of speech must be placed before the pupils.

Induce pupils to speak freely.

Talk *with* them rather than *to* them.

Order of teaching.—1. Place some familiar object, as a chair, before the class.

2. Ask pupils to name the object, and tell its use.

3. To name its parts.

4. To describe the different parts, or tell something about them.

5. To tell the use of the different parts, etc.

Hints.—1. Require answers in the form of a sentence.

2. Do not criticize answers.

3. Give correct form, write it on the board, and require class to repeat several times.

4. If pupils cannot form correct sentences, aid them by suitable questions.

5. Endeavour to form correct ideas in the pupils' minds, and then require these ideas to be properly expressed.

6. Take subjects with which the pupils are familiar.

7. In receiving oral answers distinct articulation and correct pronunciation should be required.

8. Answers should frequently be written on the slate.

9. In written answers proper attention should be given to capitals, periods and interrogation marks.

Subjects for lessons.—The different objects in the school-room. Colour, form, size, weight, etc. Animals, plants and minerals.

Specimens or pictures should always be placed before the class.

LECTURE IV.

Composition.

Primary Objects.—1. Correct and free use of language.

2. Correction of common errors of speech.

3. To increase the pupil's knowledge and use of words.

4. Variety of expression.

5. Cultivation of observation, perception, memory, and imagination.

Cautions.—1. Ideas must precede words.

2. Objects and subjects must be furnished to evoke the various powers of the mind, and the pupil must be taught how to accumulate, arrange, and express his ideas connected with them, and finally how to criticize the whole.

3. First exercises must be very simple and constantly repeated

4. They must be carefully graded.

5. Errors must be corrected, but not criticized at first.

6. Do not expect too much.

The following outline of lessons is suggested.

First Class.—1. Elementary language lessons in this class will serve as preparatory work for the teaching of oral and written compositions.

2. Correction of colloquial errors.

Second Class.—1. Systematic drill in the correction of colloquial errors ; no reasons should be given.

2. Oral and written descriptions of actions and of objects.

3. Recital of the story in the reading lesson by paragraphs, and as a whole.

4. Letter-writing of the simplest kind, giving special attention to form of opening and closing.

Third Class.—1. Correction of colloquial errors continued.

2. Continual training in polite, courteous forms of speech.

3. Elliptical exercises to teach the correct use of saw, seen, did, done, went, gone, etc.

4. Oral and written reproduction of short stories, and subject of reading lessons.

5. Letter-writing.

6. Simple business forms, accounts, and receipts, separate and combined, order for goods, order for money, promissory note, negotiable and non-negotiable.

Fourth Class.—1. Elliptical exercises to teach the correct use of such words as may, can, shall, will, would, should, lie, lay, laid, rise, raise, come, came, sit, sat, set, etc.

2. Oral and written reproductions of stories and lessons on animals and plants.

3. Transposition of stanzas of poetry in prose.

4. Biographical and historical sketches, oral and in writing.

5. Letter-writing.

6. Business forms, notes payable on demand, at bank, joint, and several, with and without interest, drafts payable at sight, at time after sight, at time after date, etc.

Fifth Class.—1. Changing passages from the direct to the indirect order, and from the grammatical to the rhetorical order, and *vice versa*. (See Morrison, pp. 75 to 87.)

2. Elliptical exercises. Morrison, pp. 88–91.

3. Analytic and synthetic exercises in narrative composition. Morrison, pp. 111–127.

4. Abstracts of reading lessons.

5. Paraphrasing.

6. Business correspondence.

LECTURE V.

Grammar.

1. Develop a sentence on black-board.

2. Develop the idea of *subject* and *predicate*.

3. Teach the *use* of words and of phrases in the sentence.

4. *Group* words and phrases around subject and predicate. (Slate exercise.)

5. *Classification* of words according to *use* in sentence.

6. *Names* of these classes, *i. e.*, of the parts of speech.

7. *Definitions* of *do*.

8. *Sub-divisions* and *inflections* of *do*, in the same order :—*example, use, comparison* with others, *classification, name, definition, or rule*.

No analysis of a sentence should be attempted until the teacher is certain the pupils understand the meaning of the sentence as a whole, and of all the words and phrases. The analysis of complex sentences should be developed from simple sentences, and pupils should be required to change a complex sentence into a simple sentence and *vice versa*. Great care should be taken to guard against merely mechanical analysis.

LECTURE VI.

Spelling.

1. *How Spelling is Learned.*—1. Pupils learn to spell through the eye.

2. Correct spelling depends upon seeing with precision.

3. Spelling is learned through reading.

4. The ear may aid in spelling words spelled phonetically, but the eye alone is the best means of learning to spell. (Deaf mutes spell accurately.)

II. *How Spelling is Taught.*—1. As correct spelling depends on accurate seeing, the great aim of the teacher should be to train the pupils to look definitely at all parts of the words.

2. Young pupils should copy largely from primers and from the black-board.

3. Transcription is the best means for committing a spelling lesson to memory, as it compels the most careful and scrutinizing examination of the words.

4. Pupils should never see words incorrectly spelled.

III. *Testing Spelling Classes.*—1. There are two methods, oral and written. (Although spelling has to be learned through the eye, a knowledge of spelling may be shown orally).

2. As spelling has to be used practically by writing words, it is undoubtedly best to test spelling classes by making them write the lessons assigned.

3. Writing a word impresses its form much more than spelling it orally.

IV. *Examining Spelling Lessons.*—1. In review lessons and in small classes the teachers should correct the lessons.

2. Pupils may exchange slates, and mark the words wrongly spelled, the teacher spelling the words slowly.

3. Pupils may retain their own slates, and the teacher may call on different pupils to spell the words orally. Those who agree with the spelling given must indicate this by raising their hands before the teacher decides as to its correctness.

4. Slates may be exchanged and the corrections made as in No. 3.

5. While the teacher writes the correct spelling on the black-board, each pupil may correct his own work, and slates or books will then be exchanged for revision only.

NOTE.—In all cases when slates are exchanged the pupil owning the slate should have the right to appeal against the marking done by his neighbour.

V. *Correcting Errors.*—1. Each pupil should write the words he misses five times to impress their correct forms on his memory.

2. It is better that he should write these words once a day for five days than five times on the same day.

3. He should keep a list of his errors at the end of his dictation book, and copy it occasionally.

4. From these lists the teacher should prepare review lessons.

VI. *General Suggestions.*—1. The teacher should articulate clearly and pronounce correctly when giving words for spelling.

2. Only one trial should be allowed in oral spelling.

3. In oral spelling the divisions into syllables should be marked by a slight pause.

4. Spelling should be taught to a considerable extent by means of composition, in order to give pupils practice in spelling their own vocabularies.

LECTURE VII.

Elementary Arithmetic.

PRELIMINARY REMARKS.

1. Arithmetic is taught for the sake of its (a) value in discipline, (b) value as knowledge, *i. e.*, its utility in the affairs of life.

2. To secure these VALUES as thoroughly as possible, all arithmetical study is to be a training in thinking; all *merely* mechanical work is to be banished. There must indeed be mechanical drill, but this must be founded on *intuitions* (from material objects).

3. For this training in thinking, *systematic* training in Mental Arithmetic, from first to last, is absolutely indispensable; and, therefore, so far as Arithmetic is concerned, the principal task of the teacher in the Public School is to practise the children in Mental Arithmetic.

4. At each and every stage Mental Arithmetic must precede, and lead up to Written Arithmetic.

5. In every stage abstract and applied calculations are to go together; *e. g.*, when a pupil has learned (say) through intuition the combinations of *five*, he is to be practised in "practical problems," involving familiar things of life.

6. In mental work, rapidity, correct language, and logical order of thought and statement must be constantly aimed at.

7. In Mental Arithmetic it is desirable that the teacher should follow the sequence of some book. Otherwise the "course" is likely to be without logical method; desultory problems are of but little use in mental training. At the outset children need no book; when they have advanced to division, and its applications ("analysis"), they may prepare assigned lessons in some text-book. But a book supplies only *type-questions*; many similar questions should be framed by teacher and pupils.

8. In Mental Arithmetic there should be frequent *written examinations*, as well as oral.

A.—First Stage.

1. The numbers 1 to 10, inclusive, taught *intuitively* by NUMBER-PICTURES and by counting—these "pictures" being presented through (a) dots or points on blackboard, slate, etc., (b) arrangement of balls of abacus, (c) arrangement of *cubes*, etc., used as counters. *Picture-Numbers* are to be used because the *intuition* of a number of objects in a group is comparatively easy if there is a *symmetrical* arrangement, *e. g.*, the conception of *five* is easier from *this* arrangement $\begin{array}{ccccc} & * & * & & \\ * & & & * & * \\ & * & * & & \end{array}$ than from this $* * * * *$

2. On the principle which underlies the law of repetition, it will in general be well to make more than one presentation of a

Number-Picture, *e. g.*, of *five*:— $\begin{array}{ccccc} & * & * & * & * & * \\ * & * & * & * & * & * \\ * & * & * & * & * & * \end{array}$

3. Practice is to be had in *all* the combinations of the several numbers (*see table below*); and every number is to be mastered before the next number is taken up. This means (a) the *addition* of pairs of numbers, by Number-Pictures in various ways (*see above*), and by "practical problems," (b) subtraction or the resolution of numbers into pairs by similar means, (c) the multiplication and division (exact) of pairs, as *e. g.*, three times two are six; the twos in six are three.

NOTE.—(c) May be left till the combinations of 20 are learned. PRACTISE IN COUNTING BACKWARD AND FORWARD.

4. Practise in the corresponding written exercises as soon as the children have mastered the mental processes.

NOTE.—The above points are to be kept in view in teaching *every number* and its combinations and partitions till *ten* has been well mastered.

B.—Second Stage.

The numbers 11 to 20, inclusive, to be taught intuitively, all the steps given in the first stage being followed. This includes especially

(1) Practice in the addition of two numbers whose sum is not greater than twenty; *see table given below*. Practical problems as before.

(2) Subtraction. Practical problems.

(3) The multiplication and division of numbers within the above-named limits. This practice means

(a) The *multiplication table* of numbers from 1 to 20; this supposes (as before) much "drill," but drill grounded on intuitions.

(b) *Division* of the products obtained in (a) by an abstract divisor; (b) division in the sense of distribution, the converse of the operation in (a); in (a) the factors are given and the product is to be found; in (b) the product is given and the factors are to be found. It cannot be too often repeated that these processes are to be rendered *VISIBLE*—there must be intuitions through number-pictures.

(c) Measurement of the products of the *multiplication table*, i.e., division in the sense of being contained in; e.g., 2 is contained in 4, 6, 8, etc.

(4) Practice in the corresponding written exercises as soon as the children have mastered the processes mentally.

The following table, which exhibits all combinations of numbers from 1 to 20, shews substantially the work to be done in these two stages, and is fundamentally the basis of all combinations.

TABLE OF COMBINATIONS ON NUMBERS FROM 1 TO 20.

1	2	3	4	5	6	7	8	9	10
1	1+1	2+1	3+1	4+1	5+1	6+1	7+1	8+1	9+1
11		1+2		2+2	3+2	4+2	5+2	6+2	7+2
	12		1+3	2+3	3+3	4+3	5+3	6+3	7+3
10+1		13		1+4	2+4	3+4	4+4	5+4	6+4
9+2	10+2		14		1+5	2+5	3+5	4+5	5+5
8+3	9+3	10+3		15		1+6	2+6	3+6	4+6
7+4	8+4	9+4	10+4		16	17	1+7	2+7	3+7
6+5	7+5	8+5	9+5	10+5			2+8	3+8	4+8
5+6	6+6	7+6	8+6	9+6	10+6	18		1+8	2+8
4+7	5+7	6+7	7+7	8+7	9+7	10+7	19		1+9
3+8	4+8	5+8	6+8	7+8	8+8	9+8	10+8	20	
2+9	3+9	4+9	5+9	6+9	7+9	8+9	9+9	10+9	
1+10	2+10	3+10	4+10	5+10	6+10	7+10	8+10	9+10	10+10

1. The upper part of the table gives the combinations of the numbers to ten inclusive; the lower part, the combinations of the numbers from 11 to 20 inclusive. The ways of forming 5 are:—4 and 1, 3 and 2, 2 and 3, 1 and 4. In all there are 100 combinations, and no more.

2. Each of these combinations is to be visibly represented by NUMBER-PICTURES, as suggested in (A, 1). Each picture will be formed from the immediately preceding one by the addition of a single point, and will be made up of elements previously mastered, e.g.

1	2	3	4	5
*	**	*	*	*
		*	*	*
		*	*	*

3. As already suggested, slightly different pictures of the same number will be given, e.g.:—for 3, * * * ; for 4, * * * * ; for 5, * * * * * ; etc.

From 5 * * * we get 6—* * * ; from 6 we get 7—* * * * ; etc.

4. (a) This table includes the usual forms:—1 plus 2, 3, 4, etc.; 2 plus 1, 2, 3, etc.; 3 plus 1, 2, 3, etc.

(b) It is applicable to the higher combinations of numbers, e.g., take those of 5; 4+1 leads to 14+1, 24+1, etc.; 2+3 leads to 2+13, 2+23, 2+33, etc.

NOTE.—Call attention to the fact that *thirteen* is three-teen, i.e., 3 and ten; fourteen, 4 and ten, etc.

C.—Third Stage.

1. The genesis of numbers from 1 to 100, inclusive—the method of intuitions being followed as in the preceding stages.

2. Make the pupil familiar with combinations of *tens* as *units*; e.g., as in the combinations of five, 4 tens+1 ten; this by visible and tangible objects. Call attention to the fact that thirty is 3 tens; forty is four-ty, i.e., 4 tens, etc.

3. teach the *intermediate* numbers, e.g., 21=2 tens+1; 22=2 tens+2, etc.; 31=3 tens+1, 32=3 tens+2. Give practice in counting backwards and forwards. Give notation and numeration to 100, inclusive.

4. Give practice in the addition of a number of one digit to one of two digits; the

higher number to be exhibited as so many *tens* and *units*. Form *series* of numbers, *e. g.*, give two or three terms, and have the children continue the series, as 12, 14, 16, etc.; 9, 12, 15, etc.; 21, 25, 29, etc.

5. Practice in the subtraction of a number of *one* digit from one of *two* digits. As in the preceding exercises, *intuition* is necessary, especially in such cases as $43-7$, $62-9$, etc.

6. Practise the multiplication table till the pupils have obtained a ready knowledge of it, but, in *every instance* give *by intuition a clear insight into the meaning of each combination*; *e. g.*, the meaning of 4 times 7 is 28, must be made perfectly clear by means of the "ball-frame," etc. But this *clear insight* being had, drill till the children can give the combinations with scarcely an effort of thought.

In written work the order should be (a) multiplication by a number of one digit; (b) do, by 10; (c) do, by a multiple of 10 (d) do, by a number formed of units and tens.

8. Give practice in the division of the products of the multiplication table (as in Stage B, 1 b), (a), by an abstract divisor, *i. e.*, division in the sense of distribution; and (b), measurements of the *products*, *i. e.*, *division* in the sense of *being contained in*. In written work the order will be (a), division by a number of one digit; (b) by 10; (c), by a multiple of 10; (d), by a number consisting of *tens* and *units*.

8. The children are now prepared to deal formally with (a), the factors of a number; (b), the factors common to two or more numbers; (c), the G., C., F., of do; and (a) with the multiples of a number; (b), a multiple of two or more numbers, and (c), the L. C. M. of two or more numbers.

The course of work above exhibited shews, in the main, the whole course of instruction in elementary arithmetic, and constitutes the basis of all subsequent work. Unless, therefore, the work outlined has been thoroughly mastered, subsequent progress will be uncertain and unsatisfactory.

D.—Fourth Stage.

This stage is mainly a continuation of the preceding stages, which cover the ground of the first seven sections of Mental Arithmetic, Pt. I. Details, therefore, are not necessary. A few hints may be noted.

1. Children must understand the value of numbers before they use them. This is the fundamental principle in the preceding stages, in which intuition has the first place. In Stage D. when intuition is no longer expedient, the numbers should be clearly analyzed into *hundreds*, *tens* and *units*, etc.

2. In written work with larger numbers—*i. e.*, numbers too large for mental operations, note the following points:—

(a) Avoid working with *very large* numbers. Don't waste nervous force in drudgery. Long mechanical operations, especially of multiplication with large *factors*, have little practical value. Who needs to multiply millions by millions, or even hundreds of thousands? Instead of questions involving hosts of figures, give many questions of moderate length, and aim at *accuracy* and *rapidity*.

(b) To prevent mere mechanical drudgery, and to awaken the interest which grows out of *intelligence*, every process must be thoroughly explained.

(c) As already implied, in mental work insist on good language and logical and concise order of statement; in written work aim at *neatness*, *accuracy*, *rapidity*.

(d) Some of the tables of weights, measures and money will of course be mastered, and use made of them in "Practical Problems."

E.—Fifth Stage.—Fractional Arithmetic.

I. Vulgar; II. Decimal.

NOTE.—Vulgar fractions form a principal subject in Mental Arithmetic. Both from common experience and from operations in the preceding stages, the children have become familiar with some of the ideas and nomenclature of Fractional Arithmetic. The formal and systematic instruction is now to begin. Give the notation as soon as the conceptions are clearly gained.

1. Begin with the now familiar idea of the *division* of a NUMBER into *equal parts*, the underlying principal in all teaching of fractions. Show, *e. g.*, that to divide 6 by 3 is to obtain one of the 3 equal parts that compose 6. Show that "to take *one-third* of 6"

is the same as "to divide 6 by three;" there is a change of *name*, but no change of idea or of operation. Give practice in finding $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, etc., of a number.

2. Lead to the facts that a number has *two halves, three thirds, four fourths*, etc.

3. The children have already learned that *twice* one unit of *any kind*, is *two* units of the *same kind*; three times one unit of *any kind* is three units of the same kind, etc. They are, therefore, now prepared to find $\frac{2}{3}$, $\frac{3}{4}$, $\frac{4}{5}$, etc., of a number; e.g., they find *one-third* of 6 to be 2, and therefore *two-thirds* of 6 to be 4.

4. Lead to the fact that thus to take (e.g.) $\frac{3}{4}$ of a number is the same as to take one-quarter of three times the number, i.e., to *divide* 3 times the number by 4. Lead to the facts that 3 lbs. divided by 4 is 12 ounces, etc.

5. Show that $\frac{1}{2}$ of a number = $\frac{2}{4}$ of it = $\frac{4}{8}$ of it; that $\frac{1}{3}$ of a number = $\frac{2}{6}$ of it, etc.; and that $\frac{4}{8}$ of a number = $\frac{1}{2}$ of it, etc.

6. Now proceed to show that not only a *number* but also a *single thing* may be divided *into equal parts*. Base the instruction on intuitions, by a divided line, rectangle, or other concrete object. Apply the ideas developed in 2, 3, 4, 5, above.

7. Show (a) how to change whole numbers into the form of a fraction; (b) how *inexact* division gives rise to a mixed number; and (c) *conversely* how a mixed number may be changed into an indicated division, i.e., an "improper fraction."

8. Use ideas of 5, above, to show how to change fractions with different denominators into fractions having a "common denominator."

9. Addition and subtraction.

10. Multiplication and division.

For methods and type-questions, see chapter on fractions in Mental Arithmetic.

II.—DECIMAL FRACTIONS.

The Teaching in Decimal Fractions follows the order observed in vulgar fractions, so that every "rule" in decimals finds its explanation and demonstration in the corresponding rule in vulgar fractions. Guard against the rule-of-thumb work; explain every process.

NOTE.—While special stress has been laid on the necessity of beginning with intuitions for the acquisition and development of the first conceptions in the several stages, it is very desirable that the pupils should pass as soon as possible to the abstract and the general.

F.—Sixth Stage.

Application of the foregoing to analysis and to "Commercial Arithmetic."

The unitary method, which has been followed in the simple analysis of the previous stages, is to be followed here. It is to be applied to

1. Solution of "Rule of Three," problems.

2. " Simple Interest.

3. " Profit and Loss in all its "cases."

4. Other percentage problems.

5. Proportional parts and partnership.

6. Averages.

7. General analysis.

For methods and type-questions under these heads see Mental Arithmetic Part II., and last chapter of Part I.

NOTE.—In this stage the fundamental principles of ratio and proportion, with applications, may be given.

LECTURE VIII.

Geography.

PART I.

I. *Introductory lessons on place, to explain.*—1. Use of, on, around, above, below, beneath, under, etc.

2. Use of terms right, left, middle, centre, corner, etc.

3. Necessity for a standard of distance using:—

(a) Measurements in the school-room, inch, foot, yard.

(b) Representations on a scale of the top of the desk or table with the places of a few objects marked.

These lessons will prepare pupils for use of maps.

II. *Lessons on animals and plants.*—1. That live on land, in water, fly through the air.
2. That live in hot parts of the earth, in cold parts, in forests, in deserts, in plains, on mountains.

III. *Stories and reading lessons about people who live in other countries.*—1. what kind of homes ; what they wear, what they eat, what they do, etc.

IV.—*General knowledge to be gained from observation.*—1. Of land and water, and uses of each.

2. Of air—all around.
3. Of sun, moon and stars, light and heat.
4. Of division of time, hour, day, week, day, night, etc.
5. Of divisions of seasons, spring, summer, etc.
6. Of the terms circle, diameter, circumference, sphere, hemisphere (to be learned from drawing and form lessons).

PART II.

I. *Lead pupils by suitable illustrations to a conception of the earth.*—Great ball, moving in the air, around the sun, lighted by sun, surface of land and water, shape, flat appearance, size, motions and results, axis, poles, equator.

II. *By means of maps and blackboard drawings teach natural features of the earth's surface.*—1. Begin with most striking.

2. Observe, describe, name :

- (a) Forms of land, coast or shore, continent, island, etc.
- (b) Forms of water, ocean, sea, gulf, etc.

III. *General topography of earth's surface, with special reference to continents and oceans.*—Their positions, relative sizes, boundaries, etc. ; using map of the world.

PART III.

I. *Principal land and water forms and political divisions of a single continent.*—

1. Blackboard chiefly to be used, maps for reference.
2. Pupils reproduce on slates or blackboard.
3. Pupils draw on slates from maps placed before them.
4. New names to be written upon the board and copied by pupils.

PART IV.

I. *Physical features.*—(a) Water-basins, general shape, outlet, etc.

(b) Mountains or ridges which bound them.

1. Climate of different parts, and how affected.
2. Character of different animals, including man, as affected by climate.
3. Different plants as affected by climate.
4. Minerals, where found and why.
5. Occupations of the people in different parts, and why.
6. Exports and imports.
7. Language, religion and form of government.
8. Manufacturing and commercial centres.

The political divisions may next be taken up. Other continents in the same way.

LECTURE IX.

Object Lessons.

I. *Aims.*—1. The primary aim is to develop all the child's faculties by employing them properly in gaining knowledge. The ability to acquire knowledge is better than the possession of knowledge.

The *secondary* aims are :—

- (a) To correct, extend and apply the child's vocabulary.
- (b) To give the child additional knowledge.

NOTE.—Knowledge must not be given to children ready-made. One of the most common blunders is to regard object lessons as mere information lessons. Knowledge should be communicated incidentally in object teaching.

II. *Method of Teaching Object Lessons.*—1. It is absolutely essential that every pupil shall investigate independently.

2. Every pupil should have a specimen, if possible.

3. As soon as possible (say in the Senior First Book classes), each pupil should write down the results of his investigations.

4. The teacher should guide the class in making their investigations, by asking such questions as :—

(a) What can you learn by looking at this object ? by feeling it ? by smelling it etc., etc., thus giving a training in the intelligent use of the means of acquiring knowledge, or :—

(b) By writing a scheme on the blackboard, such as :—

Examine your object and tell me its form, size, color, weight, etc., etc. This gives training in the systematic classification of knowledge.

With complex objects, insects, leaves, etc., attention should be directed to one part at a time.

5. In lessons on form, direction, etc., the pupils should draw the forms and lines. Making a perpendicular line once will impress its character on the mind of the pupil more definitely than ten repetitions of a definition.

6. Drawing should be *very largely* used by the pupils in describing the parts of objects in Natural History and Botany. To draw a thing the child must examine it with scrutinizing care.

7. It is a great mistake to think that showing an object to a class and giving some interesting facts relating to its origin, manufacture, etc., is teaching an "object lesson." General information lessons are good, but they are no more like genuine object lessons than reading lessons are.

8. Insist on full statements from the pupils in answering. It is more important in object lessons than in any other subject.

9. Advancement should be made *very slowly* in an object lesson. Investigations with a view to discovery must be made slowly even by experienced adults. Accuracy and neatness should be the aim.

10. While the great aim of object teaching undoubtedly is to strengthen the observant faculties, the faculties that use knowledge should be developed as well as those that gain knowledge. Comparison, judgment, memory, language, and the power to make practical application of knowledge should be developed gradually from the first lesson.

11. Many teachers err by trying to lead their pupils to discover things outside the stage of mental development.

12. When any quality, or form, or power has been discovered by the pupils as belonging to the object under examination, let the range of its application be extended at once by calling on the class for the names of other things possessing the same quality, form, power, etc.

13. It is necessary to distinguish very clearly between object teaching and object illustration. In object teaching, the object itself is studied ; in object illustration, the object represents something else. An apple may be used to illustrate the meaning of a fraction, and then it is merely representative of a unit or its parts. As the subject of an object lesson, the apple is studied as to its form, parts, construction, etc. ; where the seed is situated, how they are protected, why they are so protected, etc., etc.

NOTE.—True object teaching should not be confined to "object lessons."

14. It is an excellent practice to assign an object for home study occasionally. The results of the children's investigations should of course be reported on paper.

15. One of the simplest methods for inducing young children to study nature in her processes as well as her results, is to place peas or other seeds in a glass containing water so that the students may watch the stages of growth.

LECTURE X.

History.

I.—*Aims in Teaching History.*—1. To show the nature and value of historical knowledge.

2. To guide pupils in finding its treasures.

II. *Method of Teaching History.*—1. Topical better than chronological.

2. Classify events in connection with the great departments of national life instead of associating them merely with the reigns of monarchs.

3. Topics: Dr. Arnold suggests, "race, language, institutions and religion.". The history of most countries may be subdivided into (a) wars, civil and foreign; (b) the constitution; (c) the church; (d) progress of the people, commercially, socially, educationally; (e) literature; (f) notable people.

III. *Plan of Teaching History.*—1. In one lesson give a general sketch of the whole history to be taught, and divide it into its great development periods, fixing the date of the commencement of each period.

2. Teach the history of each period, beginning with the first.

3. Teach independently the events connected with each topic.

4. Sketch the history connected with each topic successively through all the periods, after having taught each period independently.

5. Show the advantages of this plan (a) in giving connected ideas regarding the progress made in each department of national life, (b) in facilitating the remembrance of historical facts in their relation to their effects; and (c) in affording natural and incidental reviews of the history already taught.

IV. *Training Pupils to Study History.*—1. This is the most important of the teacher's duties in dealing with this subject. History should be learned chiefly after school life has ended.

2. Assigning lessons wisely is the means for training to study.

3. Do not assign *answers* (notes) to be committed to memory.

4. Assign *questions*, and let pupils prepare answers by reading their histories.

5. All questions should not relate merely to isolated facts or dates.

6. They should compel a comparison of facts and exercise the pupils' judgment.

7. A good outline or plan of the lesson is better than questions for advanced classes.

V. *General Suggestions.*—1. Chronology is not history.

2. Epoch men and women should receive a large share of attention.

3. Striking scenes and great events should be vividly pictured to awaken interest.

4. Pupils should write historical abstracts and biographical sketches for compositions.

LECTURE XI.

Writing.

The following method is recommended :—

I. Illustrate on the blackboard—

(a) The formation of the elements or formative lines entering into any letter, and the mode of combining these lines either angularly or by shorter turns.

(b) The slant of the *main* and the *connecting* lines.

(c) The relative width of each letter and of its parts.

(d) The relative height of the different letters, viz :—*body*, *stem* and *loop* letters.

II. Make a well-formed letter upon the blackboard as a type or model, and then make a number of imperfectly formed ones, intended to illustrate anticipated faults. Ask pupils to point out faults as to shape of elements; junction of parts; width between parts or between letters; relative height or length of parts. Ask pupils to suggest the mode of correction; pupils failing, teacher should give the necessary aid and show them how to avoid similar errors.

III. Teach pupils how to combine (a) several letters of the same kind ; (b) several letters of different kinds ; lead pupils to observe the horizontal space occupied by each letter when thus combined. Impress the subject of letter-spacing upon the mind by a lively concert drill, several pupils writing on blackboard while the others are writing on slates or on paper.

IV. Let each letter be introduced by a criticism of the faults seen in letters occurring in the lesson, made then and there, either by teacher or by a few pupils.

V. The order in which the small letters should be taught is somewhat as follows :—

(a) *i, u, w, n, m, v, x.*

(b) *o, e, c, s, r,*

(c) *a, d, g, t, p.*

(d) *l, k, h, f, j, z, y.*

VI. Pay due attention to position of body, pen and paper while writing, and let each copy or writing lesson be supplemented with suitable exercises on practice-paper to secure freedom of execution.

MUSIC.

Follow the course indicated in the Teacher's Manual in the First Reader of the Normal Music Course.

Teach the students as a class of children, supposing them to know nothing of the subject.

Spend four to six lessons on the work suggested on pages V. and VI., before taking up "Singing at Sight."

Continue weekly practice of breathing exercises throughout the term.

Do not try to teach the students *all* the songs and exercises. Select a few in each key, then proceed to the next, so that a general idea of all the work in the First Reader may be obtained in the necessarily limited time.

In nearly all classes of adults beginning the study of vocal music some will be four who have defective voices, or very little sense of pitch. In these cases the teacher should encourage the student to not only enter heartily into the work but make an effort to special practice to overcome the difficulty.

During the first part of the term it will be advisable to occasionally give short lessons in the presence of the students, to classes of children from the Model School. This is desirable for the purpose of demonstrating the practicability of the system, and to show how interesting the study of music may be made to children.

Two months should be sufficient to go over the work contained in the First Reader.

The remainder of the session should be devoted to practice lessons by the students, with criticism on such lessons, and a short review.

DRILL AND CALISTHENICS.

- I. *Benefits.*—1. To the health.
2. To the figure.
3. Improved carriage.
4. Aid in discipline.

II. *Rules for Teaching.*—1. Apply the same principles as in teaching any other subject.

2. Objective illustration is better than the most accurate verbal explanations.

3. Repeating the words of a drill book to a class is not better teaching than repeating the words of a grammar would be.

4. Study the words carefully to learn precisely what the movements are, but teach chiefly by action and not by words.

5. When you have done one step of a motion or exercise before the pupils, question them closely about what you have done, before they attempt to imitate you.

6. Do or describe only one step in a motion or exercise at a time, and do not pass on until that step has been performed correctly.

7. It is of paramount importance that errors should be carefully corrected; absolute accuracy at the beginning will save much trouble afterwards.

8. Errors may best be corrected by doing the motion in both the right and the wrong way, and asking the pupils to describe the difference between them.

9. Be prompt, decided and energetic in conducting drill and calisthenic exercises.

10. Speak in a loud tone, but not in a high key, in giving commands.

11. It is of great importance to be accurate and uniform in giving the words of command.

All light calisthenic exercises should be done in time with singing.

DRAWING.

I. *Kind.*—Industrial.

II. *Advantages.*—1. Cultivation of the taste.

2. Training of the hand.

3. Training of the mental powers, observation, comparison, etc.

4. Practical utility in every walk of life.

III. *How to begin to teach drawing.*—1. Begin with the principles of *symmetry*, and teach them *objectively*.

2. This may be done analytically or synthetically; analytically by showing a small piece of oilcloth or carpet, and allowing the pupils to find the parts that correspond in shape and colour; synthetically by making patterns with different kinds of leaves or other objects (four of each kind), and placing those of the same kind in opposite positions, with the stems toward the centre. (These patterns may be made before a class by fastening the leaves, etc., to a piece of board with small tacks. It is best to place a small round object, a flower for instance, in the centre.) The great fundamental law of symmetry, or harmony of opposites, is thus learned very easily.

3. Let pupils form patterns by laying leaves, small flowers, etc., etc., on their desks, and making the opposite parts with similar leaves, etc. (The roadside will supply plenty of material for this objective work.)

4. Let them copy on their slates, with pencils, the simple patterns they make with objects.

5. Show how they may fill a square with such symmetrical patterns.

6. In drawing such patterns let junior pupils use for construction, or guide lines, small squares checkered over the large one in faint lines.

7. Vary the position of the square (*a*) diameter upright; (*b*) diagonal upright; (*c*) two concentric squares one with diameter upright, the other with diagonal upright, etc., and let the pupils fill each time with symmetrical patterns.

8. When sufficient time has been devoted to the square, show how to make other geometrical figures, and how to fill them with symmetrical patterns. Be sure to explain new geometrical figures, only when you need to use them.

NOTE.—This work should be done on slates, by pupils in First and Second Books, and beyond this the teacher should be guided by the books recommended by the Education Department.

THE ART OF QUESTIONING.

I. According to the purpose for which they are used, questions are :

1. Tentative or preliminary.
2. Teaching or developing (Socratic).
3. Testing in (a) repeating, (b) recalling, (c) reviewing.

II. According to the method of asking them, questions may be divided into :

1. Those requiring simultaneous answers.
2. Those requiring individual answers.
3. Elliptical ; sentences with parts omitted, to be filled in by the pupils.
4. Suggestive ; indicating the answer by form or inflection.
5. Alternative ; answered by "yes" or "no," "old" or "young," "large" or

"small," etc.

NOTE.—Classes 3, 4 and 5 should be used sparingly. Simultaneous answers may be used in repeating, or recalling, and then chiefly in connection with elliptical and alternative questions.

III. Rules for questioning.

1. Do not ask questions in rotation.
2. Do not name the pupil who is to answer a question until after it has been stated.
3. Do not indicate by pointing, looking, or in any other way, which pupil is to be called up to answer a question until after it has been stated.

In review or repetition questions, do not wait an instant for the answer.

When a question demands independent thought, wait a sufficient time after stating it, before naming a pupil to answer it, but pass rapidly to some one else if the first named cannot answer.

6. Give easiest questions to backward and diffident pupils.

7. Give most questions to backward and diffident pupils.

8. Do not form the habit of repeating the answers given.

9. Give a question promptly to an inattentive pupil.

10. State every question to the whole class, and then call on one pupil to answer it.

SCHOOL ORGANIZATION.

This subject includes the suitability and adaptibility of everything which has to do with the school work.

Proper Organization—includes :—

1. School-room and its appointments.
2. Apparatus and books.
3. Classification of pupils.
4. Apportionment of time and subjects.
5. Registration.

School-Room.

1. Should be substantial and commodious, properly heated and ventilated.
2. Seats should not face windows.
3. Should be kept clean and decorated.
4. Should be furnished with hooks, maps, globes, blackboards, crayons, erasers, numerical frame, tablet lessons, weights and measures, thermometer, clock, etc.

Text Books.

Pupils should be furnished with all necessary books, and teacher should have a full set of text books used in school.

Classification

Is the grouping of pupils for school work according to age, ability, and scholarship.

The following points must be considered :

1. *Uniformity.*—The several branches should be kept as nearly abreast as possible.

Pupils should be so classified as to give the greater part of their time to subjects in which they are deficient.

2. *Adaptation*.—Every pupil should be placed in the class best suited to his ability and advancement.

3. *Age, Ability, and Scholarship*.—Other things being equal, older pupils should be classed higher than younger ones, and strong, bright pupils, higher than delicate, dull ones.

4. *Reading and Arithmetic*.—These subjects may be taken as a basis for classification. In ungraded schools the classification should be sufficiently flexible to provide for the circumstances of the school or pupil.

5. *Number of Classes*.—As few classes should be formed as is consistent with good grading. Numerous classes fritter away the time.

6. *Size of Classes*.—Medium sized classes are best. Very large classes prevent individual teaching. Small classes make it difficult to sustain interest among the pupils.

Time Table.

It must be adapted to the school. It cannot be drafted till the school is classified. It must provide :—

1. Specific employment for each pupil during the entire school day.
2. Adequate time for each recitation.
3. Proper rests and recess.
4. Due attention to each pupil.
5. Proper distribution of studies of the same kind.
6. Alteration of study and recitation.

Registers.

Kinds—Daily and Class. The use of each should be explained, and copies placed in the hands of the students.

SCHOOL GOVERNMENT.

This subject includes all the means employed to accomplish the best results with the least waste of time and labour.

Objects to be secured.

Order, attention, diligence, prompt and cheerful obedience, a healthy tone and good habits among the pupils, the correction and prevention of misdemeanor.

Qualities necessary in the teacher.

System, energy, vigilance, will-power, self-control, confidence, ability to punish judiciously, culture, heart-power, teaching power, managing power.

The following hints may be given :

1. Have but few rules and abide by them.
2. After giving an order wait to see that it is obeyed.
3. Your language should not imply that your pupils desire to violate your orders.
4. Commands should be given in a quiet, firm tone, without shouting or repetition.
5. Seldom reprove.
6. Keep your pupils employed.
7. If necessary, explain the reason of your command.
8. School government should be *regular, natural, self-sustained, unobtrusive, kind and just.*

Class recitation.

1. As to pupils. Proper mode of advancing to position ; position itself ; supply of materials—books, slates, pencils, etc. : mode of holding books and slates ; attention ; dismissal from the school-room.

2. As to teacher. Position of teacher, whether sitting or standing ; manner during recitation ; animation ; attention ; division of attention between class and other pupils ; economy of time ; recitations should not encroach upon each other ; should have some specific object ; every error should be corrected ; lessons should be made interesting ; frequent reviews necessary ; mode of assigning subsequent lesson.

Motives to be placed before children.

Perception of utility, emotion, love of approbation, duty of obedience to constituted authority. Rewards,—as changing places, appointment to offices of trust, merit cards, certificates, prizes, etc. Punishments,—as censure, demerit marks, corporal punishment, suspension, expulsion.

Offences.

Give hints on how to deal with the following:—(1) want of punctuality; (2) irregularity; (3) truancy; (4) indifference to study; (5) neglect of home work; (6) quarrelling; (7) whispering; (8) copying; (9) tattling; (10) lying; (11) communicating with other pupils; (12) use of bad language.

Rules for the infliction of punishment.

1. Punishment should be reformatory, not vindictive.
2. Should not be administered in anger.
3. Teacher should not manifest pleasure.
4. Should be a natural consequence of the offence.
5. Age and health of the offender must be considered.
6. Should be deliberate and seldom inflicted.
7. Should not excite public sympathy.

SCHOOL LAW.

General Hints.

Form of applying for a situation as teacher; agreement with trustees; must be signed by a majority; what constitutes its validity; its reservations; visiting days; holidays; absence on account of sickness; agreement how dissolved; resignation; suspension of certificate; salary how payable; school grants how paid; on what conditions can teachers claim pay for holidays.

School Room Duties.

Must be at school certain time before opening; opening religious exercises; who are exempted from attending, and on what conditions; authority of the teacher as a public officer; no person to interfere with him in the discharge of his duty; power to suspend pupils and for what offences; limitations of this power; expulsion, on what grounds; legal; duty in regard to school property; out-premises, fences, well, and playgrounds; fire and sweeping; school reports; registers.

Duties as to Pupils.

Instruction according to programme; constant employment of his time; discipline nature of; when too severe; kind of government desirable; merit cards; absence from school; presents; subscriptions; time table; quarterly examinations; visitors' book visitors.

Duties of Pupils.

Punctuality; cleanliness and good conduct; leaving before closing; absence; excuses absence from examination; going to and from school; supply of books; property injured contagious diseases; effects of expulsion; certificate of good conduct.

HYGIENE.

The Teacher.

How to preserve his health: hours for study; rest; recreation; sleep; dietics.

The Pupil.

Under this chapter discuss the brain and nervous system. Lessons should be suited to the age and physical strength of the child; danger of over study; when should hours be relaxed; necessity for variety; recreations, etc.; alcohol, its nature and its effects upon the human system.

The Spinal Column.

Discuss the Anatomy and Physiology of the spinal column, chest, lungs, heart, stomach, and show the evil effects of leaning over a desk, stooping, walking on the toes, etc.

The Eye.

Discuss the Anatomy and Physiology of the eye ; how to light a school-room ; how to regulate lights by means of blinds ; diseases of the eye caused by bad lighting—how to remedy ; near sightedness ; how to place pupils with reference to blackboards ; windows ; slate ; copy, etc.

Heating.

How to prevent draughts ; where to place the stove ; how to regulate the heat ; thermometer, and where to hang it.

Ventilation.

Importance of ; how to secure when not provided for in the erection of the school building ; simple way of ventilating by doors ; windows ; effects of bad ventilation ; symptoms of, etc.

The Play Ground.

Dangerous games ; what to prohibit and what allow ; winter games for boys ; winter games for girls ; summer games ; drill, value of.

School Accidents.

How to deal with fainting, bleeding at the nose, broken limbs, severe cuts or bruises, drowning.

Infectious Diseases.

How to detect whooping cough, measles, scarlet fever, diphtheria, skin diseases ; care of outhouses.

TEXT BOOKS.

The following text-books are compulsory :—1. A complete set of all the text-books prescribed for use in the first four classes. 2. Baldwin's Art of School Management.

Recommended.—1. McLellan's Mental Arithmetic, Part I. 2. Normal Music Course, Part I. 3. Hughes' Drill and Calisthenics. 4. Whitney's Elementary Lessons in English (Teachers' edition). 5. Ayres' Orthoepist. Richardson's Lessons on Temperance.

EXAMINATIONS.

The examination papers will be based on the syllabus of lectures and text-books recommended. In Music, Drill and Drawing no papers will be issued by the Department. Marks may be awarded by the teachers in charge of these special subjects, and in such cases the Board of Examiners will see that due credit is given in the certificates for the attainments of the teachers in training.

Report of J. J. Tilley, Esq., Inspector of County Model Schools.

SIR,—I have the honour to present herewith my report upon the County Model Schools in the Province of Ontario for the year 1884.

Fifty-one Model Schools were in operation during the year, and teachers were also trained in the Model School for the City of Toronto. The Model School for the County of Peterboro', which had been closed for several years, was re-opened this year in the Village of Norwood. In the County of Lincoln the Model School was removed from St. Catharines to Beamsville. Model Schools are now established in every county in the Province.

Equipment.—Separate rooms for Model School purposes were provided in forty-four schools, an increase of seven over the number reported in 1883. Provision has been made for supplying separate rooms at Cornwall, Orangeville, and Renfrew for the future. Many of the schools are but poorly furnished with requisites for Model School purposes. Every school should have a good dictionary, a gazetteer, and some standard works on education for the use of teachers and students: a small special grant for this purpose would be of very great assistance.

Relief of Principal.—An assistant for the relief of the Principal was provided in forty-one schools, an increase of thirteen over last year: there now remain but ten Model Schools in which such an auxiliary has not been provided. In some cases the non-appointment of an assistant is due to the lack of an extra room for Model School purposes. I have reason to believe that the number of schools with a regular assistant will be considerably increased next year. With the increased grant now given to Model Schools, and with the fees received from students, Boards of Trustees are abundantly able to provide a separate room, and also an assistant to relieve the Principal during the term. I think the time has come when the receiving of the full amount of the grant should be conditional upon compliance with the regulations in this regard. If students are required to attend a Model School, and to pay a fee for such attendance, the organization of the school should be such as will enable them to derive the greatest possible benefit. To expect this result while the Principal's whole time during school hours is taken up with a division of pupils is most unreasonable: it is unfair to the Principal and unjust to the students. In a few schools a person outside the regular staff was appointed to do Model School work: this plan is not satisfactory, and should not be adopted: the person so employed having no acquaintance with the school, and not possessing the authority of a Principal, cannot possibly make the best use of the school as a whole, for the training of the students. Again, the same person is rarely employed a second time in the same school, and consequently the difficulties in school work which always meet a stranger, constantly present themselves from session to session. The Principal is the only person that can take charge of the Model School work with the greatest advantage to the students, and with the least inconvenience to the school.

Management.—The suggestions to Principals, made in the Syllabus, to give special attention to the *practical*, rather than to the *theoretical*, during the first half of the term, and to illustrate their theory of teaching the different subjects by actual practice before the students, have been followed in every school with very satisfactory results: by these means, and by teaching classes in the separate room under the guidance of the Principal, the students were prepared to teach fairly well before they took charge of the regular work in the divisions. In consequence of this preparatory training, the ordinary routine and discipline of the schools were disturbed much less than in former years, and complaint was rarely made that the Model School either interfered with the discipline of the school, or retarded the progress of the pupils; on the contrary, many Principals now express the belief that the general standing of the school is improved by the Model School work. The inspection showed that fair progress had been made during the term by both teachers and students. In the theory and practice of teaching, the students generally acquitted themselves very well indeed, but in criticism they did not give evidence of equal proficiency. The teachers in our Model Schools are laboring faithfully to promote the best interests of the students under their training, and are doing an invaluable benefit to the

schools, in sending out annually a supply of trained instructors to undertake the important duty of teaching the youth of our country ; a work which, judging from the small remuneration received in many cases, is not sufficiently appreciated. The time spent by the students in the assistants' rooms is not always employed to the best advantage. I am inclined to think that a good deal of the time occupied in observing teaching in the different rooms is not productive of much benefit to the students. If the suggestions made in the Syllabus under the heading "management," (Section IV.), were more generally adopted, more benefit would be derived from observing. The Syllabus has been well received by the Principals, and has, I believe, directed and assisted them very much in their labours : the assistants in the Model Schools should be furnished with copies, and I think it would be well if the students also were supplied. "Baldwin's Art of School Management," the text-book prescribed, has proved very serviceable, but the work might be considerably reduced, and sold at a lower price. Several of the teachers have expressed a desire that some book on *methods* be introduced for Model Schools.

Second Session.—There is at present but one session of 13 weeks in the year, and students who fail at the final examination cannot try again for a year : this seems a hardship, for undoubtedly many of those who fail, having struggled on for years through the Public and High Schools, to pass the Non-Professional Examination, are unable to wait a whole year for another chance to succeed, and after having spent so much time and labor in preparing themselves for teaching, are compelled to turn aside and seek some other employment. It is true that very few are rejected by local Boards of Examiners ; but this fact furnishes pretty strong evidence that some Boards, in consideration of the hardship involved in rejecting candidates, of which I have just spoken, are inclined to be too lenient in awarding certificates : as an evidence of this over ninety-one per cent. of the candidates received certificates. If students were allowed to attend a second term, during the first half year, the numbers passed at the December examination would probably show a considerable decrease. The interests of our schools and the best interests of the students themselves require that only those who give *satisfactory* evidence of their ability to teach and govern a school should receive a license to teach. Sympathy here is a mistaken kindness. There need not be a second term in every school : three or four counties might be grouped, and one school opened for the students rejected in this group of counties : the students who succeed at the close of the second session would be available for vacancies that occur after midsummer. If this were done the Model School students would have the same opportunities for passing examinations that are now afforded to Normal School students.

Students.—The Principals, with but few exceptions, spoke in most commendatory terms of the deportment and diligence of the students, and reported them as anxious to make the best possible use of the advantages afforded them. A most kindly feeling between teachers and students was shown in all the schools.

The statistics for the year are given in the annexed table.

SCHEDULE A.

NAME OF MODEL SCHOOL.	No. of Student Teachers on Roll.	Increase over last year.	Decrease.	Males.	Females.	No. that withdrew during the term.	No. that passed Final Examination.	Increase.	Decrease.	No. that Failed.	No. of Lectures on Education.	No. of Lectures on School Law.	No. of Lectures on Hygiene.	No. of Lessons taught by each Student.	No. of Departments used.	No. of Assistants with the required Qualifications.
Barrie	20	..	..	10	10	..	19	..	..	1	30	5	5	30	7	6
Beamsville	25	11	..	11	14	1	24	10	..	..	52	13	20	31	4	4
Berlin	15	3	..	6	9	..	13	3	..	2	45	5	6	32	8	6
Bradford	12	1	..	9	3	..	11	..	..	..	32	8	13	30	4	2
Brampton	13	..	6	3	10	..	11	..	..	2	29	6	33	30	4	4
Brantford	20	2	..	7	13	..	20	2	..	..	49	18	33	48	7	7
Caledonia	26	5	..	6	20	..	26	..	..	..	60	6	24	24	4	4
Chatham	29	5	..	8	21	..	28	4	..	1	59	10	25	22	8	6
Clinton	28	1	..	15	13	..	25	4	..	3	48	6	15	33	8	5
Cobourg	33	7	..	17	16	..	29	5	..	4	25	5	10	28	11	7
Cornwall	11	2	..	3	8	..	11	2	..	..	30	12	15	30	4	3
Durham	11	..	..	5	6	..	11	..	..	..	20	15	12	30	4	2
Farmersville	35	7	..	8	27	..	35	7	..	..	15	15	15	24	3	3
Forest	16	6	..	6	10	..	14	4	..	2	105	20	35	32	4	3
Galt	15	..	..	8	7	1	13	..	..	1	45	8	20	32	7	6
Goderich	27	..	3	14	13	..	21	..	9	6	42	6	7	28	8	8
Hamilton	41	23	..	6	35	..	41	23	..	..	..	..	..	32	4	2
Ingersoll	14	..	8	7	7	..	14	..	1	..	45	10	15	30	10	5
Kincardine	21	..	..	17	4	2	18	..	..	1	34	4	15	40	7	5
Kingston	49	27	..	9	40	1	34	12	..	14	30	5	..	12	8	8
Lindsay	30	10	..	12	18	..	29	..	..	1	51	6	10	20	11	8
London	26	16	..	10	16	..	21	14	..	5	88	4	8	30	5	4
Madoc	19	..	1	6	13	..	18	..	..	1	50	12	24	27	4	4
Martintown	15	11	..	2	13	..	15	11	..	..	30	10	15	30	3	1
Milton	17	..	1	9	8	..	17	1	..	..	110	9	15	32	5	3
Morrisburg	25	14	..	13	12	..	25	15	..	..	80	6	15	25	6	2
Mount Forest	41	4	..	16	25	1	31	..	6	9	32	6	6	24	7	3
Napanee	27	3	..	7	20	1	21	..	3	5	30	4	11	18	6	2
New Edinburg	15	4	..	4	11	3	12	1	..	..	20	5	8	30	4	2
Newmarket	10	..	4	5	5	..	10	..	2	..	60	8	10	75	5	2
Norwood	10	10	..	4	6	..	10	10	..	..	50	6	15	11	4	2
Orangeville	16	..	..	8	8	..	16	..	..	..	48	12	14	30	7	5
Owen Sound	15	..	3	9	6	..	15	..	3	..	46	10	29	40	5	5
Parkdale	28	9	..	10	18	..	25	..	..	3	52	20	32	30	10	7
Perth	21	2	..	3	18	..	21	3	..	..	35	8	10	30	6	3
Pictou	22	4	..	8	14	..	22	4	..	..	51	2	22	33	8	5
Port Hope	24	9	..	9	15	..	20	6	..	4	60	12	25	28	10	6
Port Perry	11	..	..	7	4	..	11	..	..	..	60	10	35	30	5	2
Prescott	15	9	..	11	4	..	15	9	..	..	20	6	15	32	6	6
Renfrew	21	5	..	6	15	..	21	5	..	..	62	18	10	35	4	4
St. Thomas	37	14	..	13	24	2	33	11	..	2	31	10	10	22	8	3
Sarnia	15	..	..	7	8	..	14	..	1	1	52	10	15	35	8	5
Simcoe	16	2	..	7	9	..	16	3	..	..	60	10	15	30	6	6
Stratford	62	21	..	25	37	1	54	..	..	7	60	13	13	30	19	14
Strathroy	29	10	..	11	18	1	19	5	..	9	45	6	3	36	8	7
Vankleekhill	8	1	..	2	6	..	7	1	..	1	40	6	15	30	4	3
Welland	14	1	..	2	12	..	14	1	..	..	42	6	8	35	4	4
Whitby	22	2	..	8	14	..	22	2	..	..	40	12	18	30	3	3
Windsor	12	4	..	2	10	..	12	5	..	..	14	6	7	35	6	2
Woodstock	17	3	..	6	11	..	17	3	..	..	50	15	23	36	11	3
Walkerton	16	..	10	4	12	..	16	..	9	..	40	6	15	37	7	4
Total	1117	268	36	421	696	15	1017	186	34	85	2269	449	757	1573	329	227

SCHEDULE B.

NAME OF MODEL SCHOOL.	NAME OF PRINCIPAL.	CLASS OF CERTIFICATE.
Barrie.....	T. O. Steele	1st A Provincial.
Beamsville	R. K. Row	1st B “
Berlin.....	J. Suddaby	1st Class “
Bradford	F. Wood	1st “ “
Brampton	A. Morton	1st “ County Board.
Brantford	W. Wilkinson	M.A.
Caledonia	R. C. Cheswright	1st B Provincial.
Chatham	W. H. Colles	1st A “
Clinton	W. R. Lough	1st C “
Cobourg.....	H. F. McDiarmid	1st Class “
Cornwall	P. Talbot	1st “ “
Durham	J. Winterborn	1st A “
Farmersville	T. J. O'Connor	1st A “
Forest	J. R. Brown	1st C “
Galt	R. Alexander	1st Class “
Goderich	A. Embury	1st A Provincial.
Hamilton	G. W. Johnson	2nd Class “
Ingersoll	J. S. Deacon	1st A “
Kincardine	F. C. Powell	1st B “
Kingston	J. S. Rowat	1st A “
Lindsay	R. Lees	1st C “
London	W. J. Carson	1st A “
Madoc	W. C. Clark	1st Class “
Martintown	A. Kennedy	1st “ “
Milton	H. Gray	1st “ “
Morrisburg	G. E. Broderick	1st “ “
Mount Forest	S. B. Westervelt	2nd “ “ and 1st Class C. B.
Napanee	J. Bowerman	2nd “ “
New Edinburgh	J. McJanet	1st “ “
Newmarket	W. Rannie	1st Class “
Nerwood	A. Hutchison	1st “ “
Orangeville	D. McArdle	1st A “
Owen Sound	T. Frazer	1st Class “
Parkdale	J. A. Wismer	2nd A “ and 1st Class C. B.
Perth	M. M. Jacques	1st Class “
Picton	R. W. Murray	1st B “
Port Hope	G. Kirk	1st A “
Port Perry	A. M. Rae	1st Class “
Prescott	C. Macpherson	1st “ “
Renfrew	J. Boag	1st A “
St. Thomas	N. M. Campbell	1st Class “
Sarnia	A. Wark	1st B “
Simcoe	T. M. Porter	1st C “
Stratford	C. M. Chadwick	1st A “
Strathroy	T. Dunsmore	1st Class “
Vankleekhill	D. Marshall	1st B “
Welland	R. Grant	1st Class “
Whitby	J. Brown	1st “ “
Windsor	J. Duncan	1st “ “
Woodstock	J. E. Dennis	1st “ “
Walkerton	W. R. Telford	1st B “

DIVISION IV.

TEACHERS' ASSOCIATIONS.

Proceedings of 1884.

1. ONTARIO TEACHERS' ASSOCIATION, 1884.

Extract from the proceedings of Convention, held on the 12th, 13th and 14th days of August, 1884.

The Convention met on Tuesday, August 12th, 1884.

The President, Hon. G. W. Ross, in the chair.

Reports respecting County Associations were received from

Mr. J. T. Murphy	Middlesex	Representing	120	Members.
" Sinclair	E. Lambton	"	98	"
" Baird	W. Huron	"	85	"
" F. C. Powell	Bruce	"	80	"
" D. A. Maxwell	E. Essex	"	70	"
" Chadwick	Perth	"	200	"
" Payne	Algoma	"	30	"
" McRae	Waterloo	"	40	"
" J. H. Smith	Wentworth	"	105	"
" J. H. Smith	Hamilton	"	115	"
" D. P. Clapp	N. Wellington	"	103	"
" C. Ramage	S. Grey	"	100	"
" D. Fotheringham	N. York	"	80	"
" T. O. Steele	N. Simcoe	"	50	"
" Henstridge	Frontenac	"	140	"

RESOLUTIONS ADOPTED.

1. That the amount of Legislative Grant to Public Schools be largely increased.
2. That a part of each Grant (say one-half) be divided equally among all the school sections in the municipality, and that for the purposes of this section each additional department counts as one-half of a school, in making this division.
3. That the balance of the Legislative Grant (say one-half) be apportioned on the basis of the *rates of taxation* in the several school sections for the previous year, and that the balance of the municipal grant be appropriated on the basis of average attendance for the whole year.

Resolved, That Industrial Drawing be made compulsory in Public and High Schools, and that the marks in drawing be taken into account, the same as those in other subjects, at the Entrance Examination to High Schools.

That so far as practicable industrial occupations of an appropriate character should be introduced into Public Schools, especially in the junior classes, and that the Honourable the Minister of Education be requested to provide for such training in connection with the Normal and Model Schools, as a means of training the hands of children, and chiefly for the purpose of developing their intellectual faculties.

Resolved, That in view of the change that has taken place since the subject "A Minister of Education vs. Chief Superintendent of Education" was brought before the Association, and the general feeling among teachers, as shown by the reports of delegates, that the new Minister of Education should have a fair trial, it is inexpedient to discuss the matter further at present.

PUBLIC SCHOOL SECTION.

Resolved, That the holidays in rural districts should be six weeks by departmental regulation, instead of being as at present, optional with trustees.

Resolved, That reading, writing and spelling be given more marks at the High School Entrance Examination.

Resolved, (1) That the history for the High School Entrance Examination is too extensive; (2) That it would be preferable to make Canadian History and one period of English History, to be set from time to time by the Department, the history for the Entrance Examination.

That the thanks of the section be tendered to Dr. Forrest, of Bradford, for illustrations of the use of his word-builder.

HIGH SCHOOL MASTERS' SECTION.

Resolved, That the importance of book-keeping and of such other subjects, already on the programme, as have special reference to a commercial education, should be recognized in connection with the departmental examinations.

Resolved, That the University of Toronto be requested to recognize as fully matriculated students, all who at the Local Examination shall obtain the standard for matriculation, and who in other respects comply with the conditions of entering the University.

Resolved, That the University of Toronto be requested to extend the Local Examination to boys as well as to girls.

Resolved, That the University Senate be requested to place the subject of botany, chemistry, or chemical physics, on the University Curriculum for Junior Matriculation, examination in such subjects to be optional.

Resolved, That in view of the very objectionable nature of some of the papers set at the last matriculation examination of Toronto University, notably that of the pass paper in Mathematics, our representatives in the University Senate be requested to use their best endeavours to have none but suitable persons appointed as examiners, and to secure that the examiners for matriculation should consist of a professor of the subject examined in, and if possible an ex-High School master conversant with the capabilities of High Schools.

Resolved, That the Department of Education should recognize the claims of those pupils who do not wish to be prepared for a professional examination, or for teaching, by establishing a course for study and examination embracing the subjects mentioned in Mr. Bryant's paper, with the addition of Phonography as an optional subject, and by instituting an examination in the course to be conducted on methods similar to those outlined in Mr. Bryant's paper, successful candidates to receive a certificate of standing. The expenses of the examination to be defrayed by a fee from each candidate, it being understood that no school shall be required to take up the work for this course without the full consent and approval of its local authorities.

Resolved, That the Department be requested to select the sub-examiners from among High School masters and other teachers of practical experience.

Resolved, That the University Senate be requested to make the pass work in classic and modern languages the same as that required for honour work in the same department at junior matriculation.

Resolved, That the University Senate be requested to confine the pass Latin prose for junior matriculation to the translation of sentences of a character similar to those found in the first forty exercises of Bradley's Arnold's Latin Prose, and to the re-translation of an extract from an easy Latin author, the Latin being given for the more difficult words.

Resolved, That the University Senate be requested to add Canadian History to the subjects for junior matriculation.

Resolved, That the percentage for pass at junior matriculation should be raised.

Resolved, That 8b, sec. 2, p. 23, of the School law, be amended; by making thirteen weeks the time for first half-year, and nine weeks the time for the second half-year.

Resolved, That the amount of legislative aid to schools should be increased.

Resolved, That the school fund be apportioned each half-year as follows:—A portion as a fixed grant to each school department, and the balance on the basis of average attendance.

AMENDMENTS TO THE SCHOOL LAW.

In lieu of sub-sec. 8d, sec. 5 (1881), p. 23 :

Resolved, That a return of the names and residences of all pupils failing to comply with the requirements of sec. 8 (pages 22 and 23), be prepared by the teacher and trustees from the register and census, and the same be forwarded to the Inspector, whose duty it shall be to place the same in the hands of a police magistrate, or justice of the peace having jurisdiction, to be dealt with according to the provisions of the 211th section.

Resolved, That in the opinion of this section, the summer holidays of all rural schools should be of six weeks' duration, and should begin on the second Saturday of July, and end on the Saturday following the completion of the six weeks allowed. Provided always, that any county council shall have power by vote to change the date of beginning the holidays to suit the harvest season in their county. Provided also, that the length of the summer vacation shall not be shortened.

Resolved, That in sec. 15, p. 25, the words, "in which High Schools are situate" should be struck out.

Resolved, That sub-sec. 8b. sec. 2 (1881), p. 23, be amended, by striking out all words after "to attend a public school is," and substituting in lieu thereof, "110 days in the year," and, that at the end of the first half year, the secretary of the school section shall notify the parent or guardian of every child between the ages of seven and thirteen years, how many more days the child shall be required to attend in the year to secure compliance with the provisions of this section.

Resolved, That after the word compensation in sec. 38 (a), p. 29, be inserted the clause "except as provided in the following sub-section," sub-sec. 38b providing as follows:— That the Annual Meeting shall have power to vote a limited sum which may be applied by the trustees in payment of the necessary expenses of the office of secretary, notwithstanding that the said officer be a member of the school corporation.

Resolved, That sec. 5a, p. 39, should be amended so as to make it the duty of the Township Clerk to furnish the County Inspector annually with the numbers of children between the ages of five and sixteen, sixteen and twenty-one, and seven to thirteen inclusive, in each section, also the total assessment, the requisitions of the trustees, and the rate per dollar.

Resolved, That sub-sec. 1 of sec. 58a, p. 34, should be amended by enacting, that the nomination and election of Public School Trustees in cities, towns and incorporated

villages, be held on the same day as the nomination and election of Municipal Councilors.

Resolved, That in order to simplify the payment of the School Grants, sec 194, sub-sec. 15, should be amended so as to read as follows:—

That the Inspector, upon completing the apportionment of each of the school grants shall furnish to the County or Sub-Treasurer a statement of the sums apportioned to the several sections—the amount of superannuation fund having been deducted—and that the said treasurers shall pay said amounts to the teachers upon order of trustees.

Resolved, That (c) sec. 10 (1881), p. 41, should be expunged, and that the law be the same as before the said amendment in 1881.

Resolved, That the expenses of all examinations in connection with the public educational system, except entrance to High Schools, should be provided for by fees to be paid by candidates.

It was moved and seconded, That sub-sec. 7 (b) of sec. 89, p. 50, be amended so that it shall be the duty of county councils to provide and levy the sum of \$50 towards the County Teachers' Institute or Association in the county or each Inspector's District.
—*Lost*.

An amendment substituting \$25 for \$50 in last motion was carried.

Resolved, That the number of trustees in rural school sections be increased by two, and that the same be five instead of three—also that each trustee hold office for five years.

Resolved, That sec. 102, sub-sec. 3 (a), p. 54, should be amended by inserting the words “or ratepayers” after the word “trustee.”

Resolved, That sec. 102, sub-sec. 9 be amended by adding the words and “systematically ventilate” after the word “build.”

Resolved, That sec. 108 be amended by striking out all the words after “inefficiency,” and substituting the words “proved to the satisfaction of the Minister in Council.”

Resolved, That in the opinion of this section, chap. 204, sec. 186 of the School Act should be amended so as to remove all doubt in regard to its being compulsory on County Councils to provide for the travelling and other official expenses of Public School Inspectors.

Resolved, That sec. 187 be amended by striking out the word “exceeding” and inserting the words “less than”—and that after the word “county” “city,” or “town” be inserted.

Resolved, That in 5b, sec. 8 (1881), p. 39, the clause, “In preparing sixteen years,” be struck out, and that in lieu thereof be inserted: “To take the school census of each section separately, which shall set forth the name of every child in the school section between the ages of five and, the name of the parent or guardian, and residence, as provided in Schedule B. The census shall be sent by the clerk to the secretary of each school section on or before the day of in each year.”

“And that all the provisions of sub-sec. 5a, inconsistent with 5b, be repealed.”

SCHEDULE.

Census of S. S. No., in the Township of.

Taken by. Assessor.

Trustees.

Secretary.

. P.O.

No.	Name.	Age.	Parent or Guardian.	Residence.	<i>To be entered by the Teacher.</i>		
					Attendance of pupils between the ages of 7 and 13.		
					1st $\frac{1}{2}$ year.	2nd $\frac{1}{2}$ year.	Total.

Resolved, That it be compulsory on Trustees to pay Teachers quarterly.

Resolved, That sub-sec. 2, of sec. 160, p. 87, be amended as follows: "A non-resident child or children shall be returned the same as resident children, provided no rate-bill is charged on such child or children by the trustees."

RESOLVED.

1. That all the powers heretofore vested in Township Councils or in referees or commissioners appointed by such councils, with respect to the formation and alteration of school Sections lying wholly within the township limits, be placed in the hands of commissioners of school section boundaries, such commissioners to consist of the County Inspector having jurisdiction, together with one person appointed by the township council and one by the county council, neither of whom shall be a member of the township council, and both of whom shall hold office during pleasure.

1. (a) The commissioner appointed by the county council shall not be a resident or ratepayer within the limits of the municipality for which he is appointed a commissioner.

2. That the formation or alteration of union school sections shall be effected by resolution of a majority of the commissioners of the municipalities concerned present at a meeting of which due notice shall have been given.

2. (b) In all cases in which such commissioners would constitute an even number the senior county judge shall be added thereto.

3. That on the petition of any ratepayer who resides at least one-fourth of a mile nearer, by a travelled road, to the school in another section in which his residence is

assessed, the commissioners shall attach the lot upon which such residence is situated to the section containing the school nearest thereto.

4. That no alteration in the boundaries of a school section, other than as provided in the last preceding clause, shall be made except upon petition of at least five ratepayers of one or more of the sections affected by such alteration.

5. That upon petition of at least five ratepayers of a school section in which a school-house is to be built against the decision of the majority of the trustees and ratepayers with regard to the site for such school-house, the commissioners having jurisdiction shall have authority to determine such site.

6. That every township council be required to levy in each year a uniform rate upon all the assessed property of the municipality, and to pay therefrom to the trustees of each section, for each teacher employed by such trustees, a sum equal to at least one-half the average salary of the Public School Teachers of such municipality during the year then last past.

7. That such additional special rate shall be levied upon the ratable property in each section as may be required by the trustees thereof.

8. That to the 29th clause of the Public Schools Act of 1879 be added the following : " Provided that adequate accommodation, as required by the law and regulations, has been furnished for the city, town, incorporated village or school section ; but no such question shall be submitted to the ratepayers unless such adequate accommodation has been furnished. Provided, also, that the resolution of the school board of a city, town or incorporated village, or of the trustees of a rural school section, to build or enlarge a school-house, or to purchase a school site, or addition thereto, shall be considered approved of unless a majority of the ratepayers of such city, town, village or school section record their votes against such resolution.

9. That the municipal council of each city, town, village or township in which no Free Library is established, shall be required to contribute to the support of the Mechanics' Institute or Institutes situated therein a sum equal to that contributed by the legislature for the same purpose.

10. That, instead of County Boards of Examiners, District Boards be formed, consisting of the Inspectors of not more than three adjacent Inspectorates, together with an equal number of properly qualified persons appointed as may be provided by law.

11. That such Boards shall have the power to fix the *minimum* qualifications of third-class teachers within their respective districts, subject to the approval of the Minister.

12. That certificates issued by such Boards shall be valid only within the jurisdiction of the Board by which granted, but may be endorsed at his discretion by any County Inspector, upon application of the trustees of any school section.

12. (a) Such endorsement shall not render the certificate valid in any other section in the county, unless renewed by the Inspector.

13. That such Boards be empowered to issue Assistants' Certificates upon condition to be determined by them, with the approval of the Minister ; such certificates to be valid only in the junior departments of rural Public Schools.

14. That no person shall be eligible for the office of District Examiner, or of Provincial Sub-Examiner, who has not had at least five years' experience as teacher in public educational institutions of the Province.

15. That no Public or High School teacher shall be eligible as examiner for the district within which he resides.

During the Sessions of the Association the following Papers were read, viz :—

The President's Address. Hon. G. W. Ross.

Some Popular Fallacies with Regard to Education. Principal Grant.

The Conflict of two Ideals in Education. Col. F. W. Parker.

Industrial Education. Mr. James L. Hughes.

How best to Secure the Permanence and to increase the Efficiency of Model Schools.

Mr. G. W. Johnson.

Status and Value of Third-Class Certificates. Mr. F. L. Michell.

Uniformity of Text Books. Mr. William Carlyle.

University Consolidation and Increased Legislative Aid to Colleges. Mr. A. P. Knight.

2.—TEACHERS' ASSOCIATIONS—FINANCIAL STATEMENT, 1883.

NAME OF ASSOCIATION.	No. of Association.	Total Number of Members.	Total Number who have paid Fees.	Government Grant.		Municipal Grant.		Members' Fees.		Balances and other sources.		Total Receipts.		Printing and Postage		Libraries, Educational Journals, etc.		Miscellaneous.		Total Expenditure.		Balances.	
				£	s.	£	s.	£	s.	£	s.	£	s.	£	s.	£	s.	£	s.	£	s.	£	s.
Glengarry.....	1	32	72	50	00	.....	.....	.....	.....	70 86	.....	120 86	.....	5 77	.....	49 25	.....	.....	.....	55 02	.....	65 84	.....
Stormont.....	1	83	72	50	00	.....	.....	18 00	.....	87 72	.....	155 72	.....	16 14	.....	32 50	.....	30 50	.....	79 14	.....	76 58	.....
Dundas.....	1	67	67	50	00	.....	.....	20 00	.....	96 62	.....	166 62	.....	15 21	.....	63 64	.....	63 14	.....	141 99	.....	24 63	.....
Prescott.....	1	63	19	50	00	.....	.....	6 70	.....	73 65	.....	130 35	.....	10 54	.....	16 75	.....	66 30	.....	93 06	.....	37 06	.....
Russell.....	1	11	11	25	00	.....	.....	2 75	.....	83 73	.....	111 48	.....	5 98	.....	.....	.....	92 36	.....	98 34	.....	13 14	.....
Carleton.....	1	45	45	150	00	.....	.....	6 50	.....	7 10	.....	163 60	.....	6 10	.....	.....	.....	156 80	.....	162 90	.....	0 70	.....
Grenville.....	1	50	64	50	00	.....	.....	1 75	.....	33 98	.....	33 98	.....	5 50	.....	.....	.....	.....	.....	5 50	.....	28 48	.....
North Leeds.....	1	100	50	50	00	.....	.....	32 00	.....	173 45	.....	244 80	.....	6 00	.....	31 15	.....	27 00	.....	33 00	.....	211 80	.....
Lanark.....	1	120	50	100	00	.....	.....	.....	.....	7 70	.....	255 45	.....	13 36	.....	.....	.....	7 00	.....	51 51	.....	203 94	.....
Renfrew.....	1	16	16	25	00	.....	.....	4 00	.....	43 49	.....	72 40	.....	3 90	.....	.....	.....	34 00	.....	72 90	.....	34 80	.....
Frontenac.....	1	100	.....	50	00	.....	.....	4 75	.....	28 85	.....	83 60	.....	15 50	.....	16 95	.....	25 00	.....	57 45	.....	26 15	.....
Lennox and Addington.....	1	80	.....	50	00	.....	.....	.....	.....	62 42	.....	112 42	.....	2 05	.....	3 00	.....	15 95	.....	21 00	.....	31 42	.....
Prince Edward.....	1	60	37	50	00	.....	.....	2 50	.....	146 79	.....	199 29	.....	40 03	.....	52 90	.....	6 83	.....	99 76	.....	99 53	.....
North Hastings.....	1	120	67	50	00	.....	.....	16 75	.....	18 70	.....	85 45	.....	14 30	.....	.....	.....	71 15	.....	85 45	.....	61 61	.....
South Hastings.....	1	124	65	100	00	.....	.....	28 25	.....	32 20	.....	160 45	.....	24 60	.....	28 00	.....	46 24	.....	125 70	.....	39 30	.....
Northumberland.....	1	117	37	100	00	.....	.....	15 25	.....	40 75	.....	165 00	.....	11 45	.....	66 95	.....	21 95	.....	39 80	.....	208 79	.....
Durham.....	1	37	37	50	00	.....	.....	9 25	.....	164 34	.....	248 59	.....	17 85	.....	.....	.....	33 30	.....	43 44	.....	101 20	.....
East Victoria.....	1	65	18	50	00	.....	.....	4 50	.....	65 14	.....	144 64	.....	10 14	.....	.....	.....	.....	.....	.....	.....	.....	.....
West Victoria.....	1	85	.....	25	00	.....	.....	.....	.....	59 40	.....	84 40	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Haliburton.....	1	35	.....	25	00	.....	.....	.....	.....	113 90	.....	173 90	.....	20 19	.....	68 75	.....	53 55	.....	142 49	.....	31 41	.....
Ontario.....	1	70	70	50	00	.....	.....	35 00	.....	133 90	.....	232 08	.....	8 90	.....	42 35	.....	68 58	.....	119 83	.....	112 25	.....
North York.....	1	83	51	50	00	.....	.....	35 75	.....	146 33	.....	232 08	.....	10 75	.....	33 25	.....	.....	.....	80 00	.....	85 80	.....
Peel.....	1	45	12	50	00	.....	.....	11 75	.....	104 03	.....	165 80	.....	15 38	.....	.....	.....	48 07	.....	63 45	.....	100 55	.....
North Simcoe.....	1	46	46	100	00	.....	.....	11 50	.....	2 50	.....	164 00	.....	6 20	.....	16 10	.....	104 95	.....	127 25	.....	40 89	.....
South Simcoe.....	1	73	54	100	00	.....	.....	13 50	.....	4 64	.....	168 14	.....	24 89	.....	13 70	.....	80 84	.....	119 43	.....	15 14	.....
Halton.....	1	84	15	50	00	.....	.....	7 50	.....	99 93	.....	149 93	.....	14 00	.....	29 30	.....	22 75	.....	66 05	.....	83 88	.....
Wentworth.....	1	100	30	100	00	.....	.....	11 25	.....	43 02	.....	154 27	.....	14 64	.....	32 25	.....	57 40	.....	104 29	.....	49 98	.....
Brant.....	1	125	.....	50	00	.....	.....	.....	.....	33 90	.....	83 90	.....	13 18	.....	.....	.....	47 10	.....	65 99	.....	2 35	.....
Lincoln.....	1	96	.....	50	00	.....	.....	.....	.....	18 34	.....	68 34	.....	18 80	.....	.....	.....	98 90	.....	113 40	.....	120 09	.....
Welland.....	1	109	15	75	00	.....	.....	7 50	.....	150 99	.....	233 49	.....	14 50	.....	27 80	.....	90 03	.....	130 38	.....	18 64	.....
Haldimand.....	1	36	36	50	00	.....	.....	36 00	.....	62 02	.....	149 02	.....	12 55	.....	20 00	.....	75 52	.....	105 77	.....	6 13	.....
Norfolk.....	1	100	50	100	00	.....	.....	.....	.....	11 90	.....	111 90	.....	13 25	.....	.....	.....	59 65	.....	73 01	.....	69 02	.....

South Wellington	1	100	63	50 00	65 23	144 34	23 92	37 70	15 67	91 74	01 48
East Grey	1	70	41	100 00	10 25	127 01	237 26	38 83	25 10	53 92	
West Grey	1	22	21	50 00	10 50	132 70	193 20	16 00	51 85	88 18	149 08
South Grey	1	96	47	50 00	40 00	33 15	123 15	13 65	77 00	148 81	44 39
Dufferin	1	73	48	50 00	31 15	6 95	138 10	7 51	26 65	83 65	39 50
Perth	1	175		50 00	50 00	189 62	219 62	20 05	43 45	136 36	1 74
North Huron	1	42	42	100 00	21 00	95 55	216 55	9 76	124 90	144 95	74 67
West Huron	1	120	64	50 00	16 00	108 95	234 95	11 34	109 40	119 16	97 39
East Bruce	1	108		50 00	6 75	148 65	198 65	16 58	67 10	93 19	141 76
West Bruce	1	48	19	50 00	29 50	71 13	127 88	14 98	74 51	91 09	107 56
East Middlesex	1	123	83	50 00	35 25	53 31	132 81	38 50	45 90	68 38	39 50
West Middlesex	1	106	106	50 00	160 00	82 50	327 75	42 45	50 46	88 96	43 85
Elgin	1	155		50 00	35 25	18 58	68 58	8 50	180 00	275 80	51 95
East Kent	1	60	9	50 00	4 50	253 04	307 54	9 20	30 00	38 50	30 08
West Kent	1	60	8	50 00	3 50	111 89	165 39	23 01	146 79	156 08	151 46
East Lambton	1	96	96	50 00	45 50	45 45	140 95	33 32	10 00	37 66	127 73
West Lambton	1	101	27	50 00	29 25	146 98	226 23	10 88	29 54	105 71	35 24
North Essex	1	85		50 00	50 00	89 69	189 69	33 00	55 00	87 83	138 40
South Essex	1	67		100 00	50 00	130 02	230 02	13 90	52 75	135 75	53 94
District of Muskoka	1			50 00	25 00	59 66	134 66	17 50	129 97	187 42	42 60
District of Algoma	1	53	53	50 00			50 00	3 53	55 47	72 97	61 69
District of Parry Sound	1	32	32	50 00	7 45	62 74	120 19	1 98	7 50	11 03	38 97
City of Hamilton	1	100		50 00	25 00	25 00	75 00		38 70	82 23	37 96
City of Kingston	1	33	11	50 00	3 25	18 16	71 41	7 20	15 45	31 50	39 91
City of London	1			50 00	12 50	206 04	268 54		37 50	58 50	210 04
City of Ottawa	1	60	50	50 00	28 42	28 42	78 42	8 21	21 50	55 78	22 64
City of Toronto	1	166	166	100 00	41 50	98 65	240 15	7 25	23 75	68 60	171 55
Ontario Teachers' Association, 1882-3				400 00	184 42	584 42	295 06		188 35	483 41	101 01
Total, 1883	62	4821	2105	4025 00	792 83	10372 91	1186 80	1274 32	3409 67	5870 79	4502 12
Total, 1882	62	4395	2467	2990 00	1088 84	9394 28	1026 31	453 02	3876 00	5355 33	4038 95
Increase		434	362	1125 00	296 01	14 64	160 49	821 30	466 33	515 46	463 17
Decrease				135 00							

DIVISION V.—DEPARTMENTAL EXAMINATIONS.

ADMISSION OF CANDIDATES AT COLLEGIATE INSTITUTES AND HIGH SCHOOLS.

SCHOOLS AT WHICH EXAMINATIONS WERE HELD.	DECEMBER, 1883.						JULY, 1884.					
	CANDIDATES.						CANDIDATES.					
	Examined.	Passed.	From Prepara- tory Form.	From Public and Separate Schools.	From Private Schools.		Examined.	Passed.	From Prepara- tory Form.	From Public and Separate Schools.	From Private Schools.	
				Pub.	Sep.					Pub.	Sep.	
Alexandria	39	10	.....	35	4	.....	49	18	.....	49	.....	.....
Almonte	46	22	.....	37	9	.....	56	31	.....	50	6	.....
Arnprior	17	7	.....	.....	7	.....	33	10	.....	33	5	.....
Aylmer	50	11	.....	50	.....	.....	33	17	.....	33	.....	.....
Barrie	79	29	.....	76	2	.....	101	31	.....	101	11	.....
Beamsville	10	8	.....	10	.....	.....	18	10	.....	18	.....	.....
Belleville	130	63	.....	116	12	.....	136	59	.....	122	11	3
Berlin	38	23	.....	38	.....	.....	69	35	.....	69	.....	.....
Bourmarville	41	23	.....	41	.....	.....	28	17	.....	28	.....	.....
Bradford	31	23	.....	31	.....	.....	36	19	.....	36	.....	.....
Brampton	58	40	.....	57	1	.....	73	29	.....	73	.....	.....
Brantford	117	95	.....	103	10	.....	113	83	.....	102	9	2
Brighton	29	9	.....	29	.....	.....	27	13	.....	27	.....	.....
Brockville	49	36	.....	47	2	.....	62	29	.....	62	.....	.....
Caledonia	42	27	.....	42	.....	.....	61	29	.....	61	.....	.....
Campbellford	38	16	.....	37	1	.....	45	18	.....	45	.....	.....
Carleton Place	22	12	.....	22	.....	.....	29	15	.....	29	.....	.....
Cayuga	21	11	.....	21	.....	.....	33	12	.....	33	.....	.....
Chatham	79	43	.....	78	1	.....	113	45	.....	97	14	2
Clinton	63	33	.....	63	.....	.....	71	31	.....	71	.....	.....
Colborne	44	18	.....	27	1	.....	57	26	.....	49	.....	.....
Colbourne	31	28	.....	15	.....	.....	12	12	.....	18	.....	.....
Collingwood	76	31	.....	75	.....	.....	87	25	.....	85	.....	.....
Cornwall	38	16	.....	30	8	.....	73	31	.....	56	17	.....
Deermondevilla	13	10	.....	13	.....	.....	30	21	.....	30	.....	.....

Dundas	44	20	20	44	.....	35	7	35	.....	31	.....
Dunnville	28	.....	.....	28	.....	31	14	.....	.....	.....	.....
Elora	32	18	.....	32	.....	44	18	40	4	.....	.....
Farmersville	49	23	.....	49	.....	49	18	49	2	.....	.....
Fergus	20	16	.....	19	1	60	25	58	.....	.....	.....
Galt	49	35	.....	47	2	52	26	50	1	1	.....
Gananoque	48	16	.....	48	.....	54	11	52	2	8	.....
Goderich	80	67	.....	72	1	88	17	76	4	.....	.....
Grimsey	14	10	.....	14	.....	29	22	29	.....	.....	.....
Guelph	66	51	.....	65	1	88	56	88	.....	.....	.....
Hamilton	109	77	.....	109	.....	136	88	134	.....	2	.....
Harriston	42	24	.....	42	.....	80	48	80	.....	.....	.....
Hawkesbury	16	8	.....	16	.....	14	3	14	.....	.....	.....
Ingersoll	58	40	.....	58	.....	73	37	73	.....	.....	.....
Iroquois	35	9	.....	35	.....	46	17	46	.....	.....	.....
Kemptville	32	16	.....	32	.....	61	21	61	.....	.....	.....
Kincardine	55	31	.....	55	.....	69	33	69	.....	3	.....
Kingston	56	32	15	30	3	73	30	49	5	.....	.....
Lindsay	53	22	.....	42	11	44	19	39	5	.....	.....
Listowel	51	31	.....	51	.....	52	19	52	1	4	.....
London	71	46	.....	68	2	58	41	53	.....	.....	.....
Markham	43	25	1	42	.....	40	25	40	.....	.....	.....
Mitchell	51	25	.....	51	.....	46	20	46	.....	.....	.....
Morrisburg	40	23	.....	40	.....	66	27	66	.....	.....	.....
Mount Forest	56	44	.....	49	7	79	53	72	7	.....	.....
Napanee	56	35	.....	56	.....	74	23	74	.....	.....	.....
Newburg	31	15	.....	31	.....	38	14	38	.....	.....	.....
Newcastle	19	9	.....	19	.....	27	22	27	.....	1	.....
Newmarket	64	37	.....	62	2	66	30	65	.....	.....	.....
Niagara	7	7	.....	7	.....	15	8	15	.....	.....	.....
Norwood	13	8	.....	13	.....	9	5	9	.....	.....	.....
Oakville	28	17	.....	26	2	20	13	18	.....	2	.....
Oakwood	23	17	.....	23	.....	90	33	90	.....	.....	.....
Omamee	13	2	.....	23	.....	29	10	29	.....	.....	.....
Orangeville	63	37	.....	63	.....	86	33	86	.....	.....	.....
Orillia	46	29	.....	42	4	68	31	58	10	.....	.....
Oshawa	56	31	.....	52	4	57	31	57	.....	.....	.....
Ottawa	82	51	3	74	1	123	53	120	3	.....	.....
Owen Sound	76	46	32	44	4	143	96	114	1	.....	.....
Paris	24	13	.....	24	.....	31	14	24	7	.....	.....

DEPARTMENTAL EXAMINATIONS.

ADMISSION OF CANDIDATES AT COLLEGIATE INSTITUTES AND HIGH SCHOOLS.

SCHOOLS AT WHICH EXAMINATIONS WERE HELD.	DECEMBER, 1883.						JULY, 1884.					
	CANDIDATES.						CANDIDATES.					
	Examined.	Passed.	From Preparatory Form.	From Public and Separate Schools.	From Private Schools.		Examined.	Passed.	From Preparatory Form.	From Public and Separate Schools.	From Private Schools.	
				Pub.	Sep.					Pub.	Sep.	
Parkhill.....	43	22	.....	43	.....	.....	55	31	.....	55	.....	.....
Pembroke.....	39	30	.....	36	3	.....	48	16	.....	40	8	.....
Perth.....	71	31	.....	66	5	.....	65	38	.....	59	3	3
Peterborough.....	67	49	.....	58	9	.....	92	34	.....	81	11	.....
Petrolia.....	40	22	.....	40	.....	.....	55	37	.....	35	.....	.....
Pictou.....	63	37	.....	61	2	.....	91	52	.....	91	.....	.....
Port Dover.....	11	7	.....	11	.....	.....	29	15	.....	29	.....	.....
Port Hope.....	51	37	.....	51	.....	.....	38	19	.....	38	.....	.....
Port Perry.....	51	33	.....	51	.....	.....	60	33	.....	60	.....	.....
Port Rowan.....	21	11	.....	21	.....	.....	19	9	.....	19	.....	.....
Prescott.....	27	18	.....	25	2	.....	38	18	.....	26	12	.....
Renfrew.....	41	21	.....	37	4	.....	54	29	.....	51	3	.....
Richmond Hill.....	38	17	.....	38	.....	.....	41	24	.....	41	.....	.....
Ridgetown.....	58	36	.....	58	.....	.....	72	54	.....	72	.....	.....
Sarnia.....	85	60	.....	85	.....	.....	63	32	.....	59	4	.....
Seaford.....	46	20	.....	46	.....	.....	99	48	.....	98	.....	1
Simcoe.....	86	37	.....	85	.....	.....	72	28	.....	71	1	.....
Smith's Falls.....	27	17	.....	27	.....	.....	27	6	.....	27	.....	.....
Smithville.....	19	10	.....	19	.....	.....	20	8	.....	20	.....	.....
Stratford.....	81	42	.....	78	3	.....	131	56	6	114	11	.....
Strathroy.....	128	53	.....	128	.....	.....	116	50	.....	116	.....	.....
Streetsville.....	85	20	.....	85	.....	.....	34	5	.....	34	.....	.....
St. Catharines.....	39	21	.....	39	.....	.....	44	26	.....	32	7	5
St. Marys.....	56	32	.....	54	2	.....	66	44	.....	64	2	.....

St. Thomas	80	40	8	20	83	2	186	109	181	5
Sydenham	20	8		20	21	3	39	23	39	
Thorold	24	18		21	9		18	15	17	1
Toronto	131	97	48	74	25		116	52	50	15
Trenton	25	17		25	38		30	15	24	6
Uxbridge	38	25					42	28	42	
Vankleek Hill	19	8		19	10		42	18	42	
Vienna	16	9		10	68	1	21	10	21	
Walkerton	69	45		26	49		121	71	118	3
Wardsville	26	16		43	54		49	20	49	
Waterdown	43	26		54	1		60	35	60	
Welland	55	39		15	3		51	9	51	3
Weston	13	* 13		71	4		23	14	23	
Whitby	74	49		26	53		70	11	63	7
Williamstown	26	11		54	53		43	10	42	1
Windsor	58	45					47	32	47	
Woodstock	53	39					77		77	
<i>Summary of the foregoing :—</i>										
Collegiate Institutes	1132	690		82	983	39	28	720	1273	37
High Schools	3868	3231		49	3705	102	12	2277	4628	20
Grand Total	5000	3921		131	4688	141	40	2997	5901	57
Comparison with December, 1882, and June, 1883	4300	1820		51	*4007	105	45	3119	5378	40
Increase				80	681	36			523	17
Decrease	700	2101					5	122		

* 92 pupils not reported in December, 1882.

INTERMEDIATE, THIRD AND SECOND CLASS NON-PROFESSIONAL EXAMINATIONS.

PLACES OF EXAMINATION.	Candidates Examined.	Pupils of the School Examined.	Candidates from elsewhere.	Passed for Intermediate.	Passed for Third Class.	Passed for Second Class, Grade "B."	Passed for Second Class, Grade "A."	Failed.
Collegiate Institutes	1431	1080	351	476	206	197	121	431
High Schools	3574	2824	750	1154	636	452	283	1049
Other places	123	.....	123	46	18	8	10	41
Total	*5128	3904	1224	1676	860	657	414	1521

* In this table, candidates who wrote for both second and third class non-professional standing are only reckoned once.

DIVISION VI.

PUBLIC SCHOOL TEACHERS' CERTIFICATES, ETC.

1.—CERTIFICATES GRANTED.

THIRD, SECOND AND FIRST CLASS.	Male.	Female.	Total.
Third Class, by County Boards, as per County Model School Reports.....	not reported.		1017
Second Class, by Department, viz:			
Teachers who had taught three years prior to August 18th, 1877.....	4		4
Ottawa Normal School	63	82	145
Toronto Normal School.....	114	163	277
First Class, by Department	30	3	33

District Certificates granted under Regulations approved May, 1883.

COUNTY OR DISTRICT.	No. of Candidates.	No. who obtained Certificates.
Renfrew	49	48

2.—LIST OF PROVINCIAL CERTIFICATES GRANTED BY THE EDUCATION DEPARTMENT.

Certificates granted 10th January, 1884, to Candidates who passed the First Class Professional Examination, July, 1883.

No.	NAME.	1st Class.	No.	NAME.	1st Class.
6299	Rogers, Thomas H.....	C	6300	McJanet, Thomas.....	C

Certificate granted 25th January, 1884, to Candidate who has taught three years prior to 17th August, 1877.

6301	McFayden, Archibald.....	2nd Class.	B	
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PROVINCIAL CERTIFICATES.

*Certificates granted 29th February, 1884, to Candidates who passed the Professional Examination,
January, 1884.*

TORONTO NORMAL SCHOOL.

No.	NAME.	2nd Class.	No.	NAME.	2nd Class.
6302	Birchard, Alexander F.	A	6336	Fry, Allen Burness	B
6303	Clark, Harold	A	6337	French, Charles Marvin	B
6304	Cowie, Robert Hall	A	6338	Gray, John	B
6305	Chappel, Henry	A	6339	Hilborn, Aaron W.	B
6306	Dunning, Mark	A	6340	O'Donnell, Thomas	B
6307	Edmiston, James Alfred	A	6341	Orton, William E.	B
6308	Forrest, William	A	6342	Ryan, Austin	B
6309	Hastie, William G.	A	6343	Ritchie, George Maxwell	B
6310	Kellam, Archibless Robert	A	6344	Stitt, John Wesley	B
6311	Musgrove, William	A	6345	Ventress, Amon Byron	B
6312	McConnell, Frederick W.	A	6346	Carnochan, Annie	B
6313	McDowell, George Kerr	A	6347	Chown, Annie	B
6314	McEachern, Neil S.	A	6348	Cole, Bella	B
6315	Noble, Orlando	A	6349	Cullen, Annie	B
6316	Orr, Alfred	A	6350	Carroll, Belle	B
6317	O'Donnell, Charles	A	6351	Dickson, Eliza R.	B
6318	Rogers, Joseph Whyte	A	6352	Foster, Jessie	B
6319	Burgess, David Allen	A	6353	Ferguson, Lizzie	B
6320	Alexander, Jessie	A	6354	Gladdish, Lillian G.	B
6321	Bannister, Alice Mary	A	6355	Holtorf, Jennie	B
6322	Gunn, Mary	A	6356	Kirkendale, Lizzie	B
6323	Henderson, Agnes	A	6357	Keele, Sarah	B
6324	Murphy, Mattie	A	6358	Love, Bella	B
6325	Niven, Christina	A	6359	Meek, Maggie	B
6326	Patterson, Eliza Henrietta R.	A	6360	McDonald, Rachael	B
6327	Rose, Emily Frances	A	6361	Sanderson, Charlotte Elsie	B
6328	Ross, Sarah	A	6362	Sheppard, Mary	B
6329	Shirra, Jennie S.	A	6363	Scott, Phoebe C.	B
6330	Wedlake, Mary Kent	A	6364	Scott, Isabella	B
6331	Alexander, Robert	B	6365	Woolley, Nellie	B
6332	Blue, John D.	B	6366	Whitfield, Charlotte Ann	B
6333	Clark, William J.	B	6367	Flach, Irla Elizabeth	B
6334	Collins, Arthur E.	B	6399	Walker, Mary Louise	B
6335	De LaHunt, Joseph	B			

OTTAWA NORMAL SCHOOL.

6368	Etherington, Edward J.	A	6384	Rose, R. Charles	B
6369	Evans, William E.	A	6385	Reid, Richard	B
6370	Harris, John Scott	A	6386	Smith, Walter	B
6371	Hastings, Rowland John	A	6387	Thompson, George	B
6372	Martin, Robert F.	A	6388	Watson, Robert	B
6373	McDonald, Peter D.	A	6389	Brownlie, Elizabeth A.	B
6374	Norrish, Enos J.	A	6390	Botting, Sarah	B
6375	Quackenbush, Allen	A	6391	Elliott, Jennie J.	B
6376	Althouse, Gertie E.	A	6392	McDougall, Mary	B
6377	Coulthart, Christina	A	6393	McWilliams, Elizabeth	B
6378	Blake, John	B	6394	McCrea, Sarah M.	B
6379	Campbell, Duncan	B	6395	McManus, Emily	B
6380	Callander, Robert Alexander	B	6396	Smith, Addie	B
6381	Cloes, John	B	6397	Stewart, Catharine	B
6382	Hales, James	B	6398	Ross, Isabella M.	B
6383	Powell, Paul	B			

*Certificates granted 15th April, 1884, to Candidate who has attended a University, and is entitled to receive a
Certificate.*

1st Class.

6400 | Hughes, Samuel | A ||

PROVINCIAL CERTIFICATES.

Certificate granted 25th April, 1884, to Candidate who has taught three years prior to 17th August, 1877.

No.	NAME.	2nd Class.	No.	NAME.	2nd Class.
6401	Holgate, Thomas F	B			

Certificate granted 10th July, 1884, to Candidate who has complied with the regulations respecting First Class Certificates.

6402	Deacon, John Scott	1st Class. A
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Certificates granted 22nd July, 1884, to Candidates who passed the Professional Examination, June, 1884.

TORONTO NORMAL SCHOOL.

2nd Class.					
6403	Christie, Duncan McLaren	A	6448	Thomas, George Henry	B
6404	Chisholm, William Isaac	A	6449	Aitkman, Annie	B
6405	Crassweller, Frank	A	6450	Adams, Mary B	B
6406	Forester, Henry	A	6451	Armstrong, Josephine	B
6407	Fleckenstein, Louis	A	6452	Aitken, Jemima E.	B
6408	Harvey, William Herbert	A	6453	Axford, Jennie	B
6409	Hugill, Edwin Augustus	A	6454	Barrie, Bessie	B
6410	Hutchison, Allen	A	6455	Barron, Bridget L	B
6411	Ireland, William W.	A	6456	Brown, Annie	B
6412	McConachie, Alexander Douglas ..	A	6457	Chambers, Augusta	B
6413	McGillivray, John C.	A	6458	Drennan, Elizabeth	B
6414	McLauchlin, James	A	6459	Dale, Margaret Elizabeth ..	B
6415	Porter, Frank	A	6460	Elliott, Jeanie	B
6416	Tovell, Amos	A	6461	Grant, Lillias	B
6417	Bradshaw, Mary	A	6462	Girdwood, Annie Rodgers ..	B
6418	Broad, Lydia Rosina Mary	A	6463	Gibson, Margaret	B
6419	Coleman, Mary Elizabeth	A	6464	Holterman, Christina M	B
6420	Cooke, Nina Margaret	A	6465	Kinsley, Annie	B
6421	Edwards, Mary Ella	A	6466	Latham, Charlotte Elizabeth ..	B
6422	Harris, Amelia	A	6467	Lochead, Charlotte Elizabeth ..	B
6423	Henry, Mary Isabella	A	6468	Monkhouse, Margaret Ellen ..	B
6424	Kirk, Miranda	A	6469	Murphy, Jennie Gertrude	B
6425	Killoran, Maria	A	6470	Maddock, Clara Alice	B
6426	McKean, Minnie Helen	A	6471	Maley, Maria	B
6427	McGowan, Annie R	A	6472	Malcolmson, Ida	B
6428	Nimmo, Lilly K	A	6473	McKay, Nellie	B
6429	Nichol, Bessie	A	6474	McRoberts, Jessie	B
6430	Owen, Bessie Dutton	A	6475	Macdonnell, Christina	B
6431	Paton, Lybella McIvor	A	6476	McMillan, Ida	B
6432	Reid, Elizabeth	A	6477	MacDonald, Jane Esther	B
6433	Stobbs, Annie Maud	A	6478	Nobbs, Frances Elizabeth	B
6434	Scott, Emma C	A	6479	Orr, Mary	B
6435	Tretheway, Frances	A	6480	Pomeroy, Minnie Elfeda	B
6436	Butler, Thomas	B	6481	Pierce, Lena	B
6437	Brown, Malcolm D	A	6482	Reed, Florence	B
6438	Balfour, James Ross	B	6483	Robertson, Mary Grant	B
6439	Copeland, John Cornnell	B	6484	Richards, Hannah	B
6440	Henderson, Thomas	B	6485	Robertson, Margarette L	B
6441	Hanna, John	B	6486	Sparks, Elizabeth Helen	B
6442	Lemon, William W	B	6487	Seager, Octave	B
6443	Mair, Asa W	B	6488	Watson, Annie	B
6444	McBride, George L	B	6489	Wilson, Jessie	B
6445	McCool, John	B	6490	Wightman, Isabella	B
6446	Rome, Andrew	B	6491	Young, Elizabeth Mary	B
6447	Sloan, Thomas W	B			

OTTAWA NORMAL SCHOOL.

6492	Corrigan, George D	A	6502	Mackenzie, Ewen Archibald	A
6493	Davis, Walter H	A	6503	McPherson, Duncan A	A
6494	Edwards, Clarence Bartlett	A	6504	McDonald, James	A
6495	Fralick, Reuben S	A	6505	McKenzie, Colin	A
6496	Gourlay, Thomas	A	6506	McNeil, Duncan	A
6497	Hoggarth, David Alexander	A	6507	Pickard, Joseph L	A
6498	Hollingshead, John Edwin	A	6508	Rundle, William M	A
6499	Long, William Joseph	A	6509	Reany, Richard	A
6500	Lewis, Lafayette Levi	A	6510	Smith, James L	A
6501	Munro, John	A	6511	Sheppard, Frederick W	A

PROVINCIAL CERTIFICATES.

No.	NAME.	2nd Class.	No.	NAME.	2nd Class.
6512	Beatty, Jennie.....	A	6538	Cowan Alice.....	B
6513	Cameron, Marjory.....	A	6539	Colquhoun, Agnes McK.....	B
6514	Davis, Catharine G.....	A	6540	Dibb, Annie.....	B
6515	Fleming, Jessie A. G.....	A	6541	Dalley, Theodosia Leonora.....	B
6516	Hutcheson, Annie Robertson.....	A	6542	Drake, Sara E.....	B
6517	Hely, Margaret Elizabeth.....	A	6543	Goudv, Ellen.....	B
6518	Kincaid, Catharine.....	A	6544	Hamil, Christina.....	B
6519	Lawyer, Hattie.....	A	6545	Hart, Nellie G.....	B
6520	Mark, Olivia.....	A	6546	Jones, Mary Ann.....	B
6521	Moss, Bella.....	A	6547	Keough, Elizabeth.....	B
6522	Mackenzie, Mary Blanche.....	A	6548	Knowles, Alice.....	B
6523	Wootton, Susan Hooper.....	A	6549	Linton, Frances Charlotte.....	B
6524	Ward, Alma A.....	A	6550	Lean, Martha Marion.....	B
6525	Atkinson, Alexander C.....	B	6551	Munro, Isabella.....	B
6526	Blanchard, Alexander.....	B	6552	Mathews, Carrie.....	B
6527	Fraser, George B.....	B	6553	MacNeil, Phemia.....	B
6528	Irvine, Henry.....	B	6554	Mackenzie, Isabella Gatherer.....	B
6529	Jones, Samuel.....	B	6555	Porter, Jane.....	B
6530	McRoberts, Robert C.....	B	6556	Polson, Susanna.....	B
6531	McClenahan, William James.....	B	6557	Rose, Teenie.....	B
6532	O'Reilly, William Joseph.....	B	6558	Ross, Elizabeth.....	B
6533	Spotwood, William A. J.....	B	6559	Sproule, Emily.....	B
6534	Winter, Washington.....	B	6560	Southard, Lilly H.....	B
6535	Anderson, Ella.....	B	6561	Thistlethwaite, Hattie.....	B
6536	Beaton, Celia.....	B	6562	Taylor, Nellie.....	B
6537	Blewett, Mary Elizabeth.....	B	6563	Waite, Margaret M.....	B

Certificate granted 27th August, 1884, to Candidate who has taught three years prior to 17th August, 1877.

6564 | Carmichael, Donald | B ||

Certificates granted 27th August, 1884, to Candidates who passed the First Class Examination, July, 1884.

1st Class.			1st Class.		
6565	Burns, William.....	A	6578	Byfield, Lizzie.....	C
6566	Cowley, Robert Henry.....	A	6579	Burns, William.....	C
6567	Day, Isaac.....	A	6580	Campbell, Neil W.....	C
6568	Ferguson, Miles.....	A	6581	Dippel, Moses G.....	C
6569	Hetherington, Daniel Currie.....	A	6582	Graham, Robert.....	C
6570	McMillan, Alexander.....	A	6583	Kayler, William B.....	C
6571	Turner, John B.....	A	9584	Kirkconnell, Thomas.....	C
6572	Kellett, Nicholas.....	B	6585	McGuire, Thomas H.....	C
6573	Murray, Robert Wellesley.....	B	6586	O'Brien, Michael.....	C
6574	McMurchy, Helen.....	B	6587	Parkinson, Matthew.....	C
6575	Robb, David.....	B	6588	Sanderson, Robert.....	C
6576	Row, Robert K.....	B	6589	Thomas, Janie.....	C
6577	Broderick, Gideon E.....	C	6590	Wallis, John.....	C

Certificates granted 18th September, 1884, to Candidates who passed the First Class Examination, July, 1884.

6591 | Cornforth, William..... | C || 6592 | Markel, Jacob Hiram..... | C

Certificates granted 14th October, 1884, to Candidates who passed the Second Class Professional Examination.

2nd Class.			2nd Class.		
6593	Price, Samuel.....	A	6594	Twohey, Mary C.....	B

Certificate granted 28th October, 1884, to Candidate who has attended a University, and is entitled to receive a Certificate.

1st Class.		
6595	Elliott, John.....	B

PROVINCIAL CERTIFICATES.

Certificate granted by Order in Council, dated 22nd November, 1884, to Candidate who has passed the Second Class Professional Examinations.

No.	NAME.	2nd Class.	No.	NAME.	2nd Class.
6596	Richardson, Kate.....	B			

Certificate granted by Order in Council, dated 22nd November, 1884, to Candidate who has passed the First Class Professional Examination.

6597	Baird, George, snr.....	1st Class. B
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Certificate granted by Order in Council, dated 25th November, 1884, to Candidate who has taught three years prior to the 17th August, 1877.

6598	Harding, Samuel H.....	2nd Class. B
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Certificates granted by Order in Council, dated 2nd December, 1884, to Candidates who have complied with the Law and Regulations respecting Second Class Professional Certificates.

6599	Duncan, John	A	6600	Verth, Adelaide	A
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Certificates granted by Order in Council, dated 23rd December, 1884, to Candidates who have passed the Second Class Professional Examination, December, 1884.

TORONTO NORMAL SCHOOL.

6601	Allingham, Arthur William	A	6644	Knox, Agnes	A
6602	Allin, John Herbert	A	6645	Kirkpatrick, Henrietta	A
6603	Brown, John E	A	6646	Lennox, Elizabeth Emma	A
6604	Braithwaite, James W	A	6647	Murray, Jennie	A
6605	Black, Benjamin Franklin	A	6648	Morrison, Margaret A	A
6606	Cook, John Edwin	A	6649	Macdonald, Jessie St. Claire	A
6607	Carpenter, Ernest Henry	A	6650	McDonald, Nerva	A
6608	Dickinson, James Arthur	A	6651	McNaughton, Isabella	A
6609	Davidson, James B	A	6652	McIntyre, Catharine Ann	A
6610	Fairman, Phillip Wellesley	A	6653	Pearson, Margaret Maria	A
6611	Fletcher, William John	A	6654	Riach, Alice Gilchrist	A
6612	Gimby, John Houghton	A	6655	Reede, Maude	A
6613	Hugill, Burton	A	6656	Sutton, Augusta	A
6614	Johnson, Donald	A	6657	Starrette, Lily Madeline	A
6615	Jones, Marshall Hall	A	6658	Starrette, Bella	A
6616	Kee, David Noble	A	6659	Simpson, Isabella	A
6617	Kiernan, Robert Malcolm	A	6660	Sutherland, Elsie Ann	A
6618	Knight, William Whittington	A	6661	Woolley, Lucy	A
6619	Lyon, Frank	A	6662	Wright, Annie Letitia	A
6620	Langford, Robert Albert	A	6663	Anderson, Andrew T	B
6621	Leslie, James	A	6664	Burrows, Jacob Edward	B
6622	Letherdale, James	A	6665	Black, Edward Roy	B
6623	McDonald, Robert	A	6666	Currie, Dugald	B
6624	McCarthy, James H	A	6667	Delgaty, James	B
6625	McKechnie, John Gray	A	6668	Ellerby, John Williams	B
6626	McRae, William W	A	6669	Fairman, Richard	B
6627	Neagle, Joseph	A	6670	Ferguson, Malcolm	B
6628	Strath, Robert Smith	A	6671	Galbraith, John	B
6629	Taylor, Wilson	A	6672	Hay, James C	B
6630	Thompson, John J	A	6673	Johnston, Thomas	B
6631	Winter, Fountain A	A	6674	Moore, Francis	B
6632	Woods, George	A	6675	Montgomery, Wilson	B
6633	Bremner, Isabella M	A	6676	McDonald, George	B
6634	Beam, Rebecca C	A	6677	Rooney, John James	B
6635	Bateman, Minnie	A	6678	Robertson, James	B
6636	Coleridge, Selina	A	6679	Smith, David	B
6637	Duncan, Jessie	A	6680	Smale, John J	B
6638	Fyfe, Ella	A	6681	Teney, Hampton	B
6639	Foster, Ada	A	6682	Wilkinson, Wm. Robert	B
6640	Graham, Lucinda	A	6683	Baillie, Elizabeth	B
6641	Hicks, Minnie	A	6684	Butters, Annie Livingston	B
6642	Hobson, Georgiana Mary	A	6685	Beckett, Grace Elizabeth	B
6643	Killoran, Catharine	A	6686	Butterworth, Mary Elizabeth	B

PROVINCIAL CERTIFICATES.

No.	NAME.	2nd Class.	No.	NAME.	2nd Class.
6687	Chisholm, Janet R.	B	6702	McKindsey, Etta	B
6688	Cleator, Mary Jane	B	6703	McArthur, Christina Muirhead	B
6689	Cody, Eliza	B	6704	Pringle, Helen	B
6690	Claxton, Alice	B	6705	Philp, Alice	B
6691	Dunbar, Sarah	B	6706	Ross, Margaret	B
6692	Drew, Mary Minerva	B	6707	Slater, Elizabeth Goodall	B
6693	Eadie, Clara	B	6708	Sheppard, Sarah	B
6694	Greer, Mary Cave	B	6709	Sanders, Alice Howard	B
6695	Garvin, Rosalie	B	6710	Spence, Nellie	B
6696	Graham, Elizabeth	B	6711	Thompson, Sara Belle	B
6697	Heath, Jennie	B	6712	Williams, Emma C.	B
6698	Husband, Ella	B	6713	Wyatt, Elizabeth	B
6699	Henry, Prudence	B	6714	Walton, Annie	B
6700	Heslop, Sarah Maude	B	6715	Winnacott, Mary Jane	B
6701	Malone, Charlotte	B	6716	Wood, Margaret Eleanor	B

OTTAWA NORMAL SCHOOL.

6717	Anderson, Stanley	A	6738	Patterson, Dora Myrtena	A
6718	Arthur, Samuel	A	6739	Rose, Bertha	A
6719	Bell, John H.	A	6740	Sanborn, Olivia	A
6720	Edwards, John Wesley	A	6741	Toye, Elizabeth B.	A
6721	Fitzpatrick, Michael	A	6742	Bowen, William	B
6722	Grant, Daniel Alexander	A	6743	Mahoney, John M.	B
6723	Haight, William A.	A	6744	Murphy, Peter J.	B
6724	Henricks, Isaac S.	A	6745	Weaver, Melvin E.	B
6725	Morris, Samuel J.	A	6746	Barry, Frances J.	B
6726	McKinstry, Herbert T. M.	A	6747	Hazel, Mrs. Carrie	B
6727	McQueen, William	A	6748	Reynolds, Jennie E.	B
6728	Weir, David R.	A	6749	Smith, Etta	B
6729	Yorrell, John Theodore	A	6750	Swan, Margaret Agnes	B
6730	McGregor, William J.	A	6751	Allen, Agnes	B
6731	Armstrong, Jennie	A	6752	Dyre, Carrie	B
6732	Gregor, Beatrice B.	A	6753	Dodds, Jennie	B
6733	Hendry, Harriet A.	A	6754	Johnston, Eliza	B
6734	Holden, Augusta	A	6755	Kennedy, Catharine Eliza	B
6735	Horne, Nettie	A	6756	McTaggart, Catharine A.	B
6736	Lent, Agnes C.	A	6757	McLean, Margaret	B
6737	McMillan, Ida	A	6758	Smith, Margaret V.	B

3.—THIRD CLASS CERTIFICATES EXTENDED BY THE MINISTER OF EDUCATION DURING
THE YEAR 1884.

No.	COUNTIES.	1884.
1	Glengarry	22
2	Stormont	21
3	Dundas .....	..
4	Prescott .....	..
5	Russell	34
6	Carleton	10
7	Grenville .....	..
8	Leeds	29
9	Lanark	24
10	Renfrew	28
11	Frontenac	3
12	Lennox and Addington	20
13	Prince Edward	14
14	Hastings	28
15	Northumberland	10
16	Durham	1
17	Peterborough	2
18	Haliburton .....	..
19	Victoria	2
20	Ontario	8
21	York	15
22	Peel	4
23	Simcoe	27
24	Halton	2
25	Wentworth	2
26	Brant	6
27	Lincoln	6
28	Welland	27
29	Haldimand	2
30	Norfolk	47
31	Oxford	5
32	Waterloo	1
33	Wellington	8
34	Dufferin	5
35	Grey	21
36	Perth	16
37	Huron	8
38	Bruce	13
39	Middlesex	13
40	Elgin	4
41	Kent	23
42	Lambton	10
43	Essex	7
	District of Algoma .....	..
	Total	518

4.—TEMPORARY CERTIFICATES AUTHORIZED BY THE MINISTER OF EDUCATION DURING
THE YEAR 1884.

No.	COUNTIES.	1884.
1	Glengarry	12
2	Stormont	11
3	Dundas	25
4	Prescott	16
5	Russell	
6	Carleton	14
7	Grenville	3
8	Leeds	1
9	Lanark	46
10	Renfrew	6
11	Frontenac .....	..
12	Lennox and Addington .....	..
13	Prince Edward	26
14	Hastings	2
15	Northumberland .....	..
16	Durham .....	..
17	Peterborough .....	..
18	Haliburton .....	..
19	Victoria .....	..
20	Ontario	1
21	York	1
22	Peel	2
23	Simcoe .....	..
24	Haltou	2
25	Wentworth	1
26	Brant .....	..
27	Lincoln .....	..
28	Welland .....	..
29	Haldimand .....	..
30	Norfolk	18
31	Oxford	1
32	Waterloo	1
33	Wellington	1
34	Dufferin	14
35	Grey	1
36	Perth	2
37	Huron	3
38	Bruce .....	..
39	Middlesex	1
40	Elgin	16
41	Kent	2
42	Lambton	19
43	Essex	25
	Districts of Algoma and Parry Sound	
	Total	273

5.—SUPERANNUATED. TEACHERS.

(CONTINUED FROM LAST REPORT.)

1. Pensions granted during 1884.

No.	NAME.	Age.	Years of Teaching in Ontario.	Amount of Superannuation Allowance.
706	Henry Brown	58	22 $\frac{1}{2}$	135 00
707	Georgina Round	56	27	162 00
708	Gavin Shaw	68	20	120 00
709	Richard Burbage	62	21	126 00
710	William Tilley	60	28	176 00
711	Edward Hayward	60	35	210 00
712	Susan Flynn	60	45	270 00
713	Samuel Coyne	65	38	228 00
714	Joseph Kearney	60	29	174 00
715	Thomas Gordon	56	32	192 00
716	Dorothea Flavelle	60	13 $\frac{1}{2}$	81 00
717	Richard Ransbury Pierce	63	9	54 00
718	Francis R. Burd	47	10 $\frac{1}{2}$	63 00
719	Benjamin Shirreff	52	26 $\frac{1}{2}$	183 00
720	Catharine Rowland	43	21	147 00
721	John McGrath	46	24	154 50
722	Sarah Hovenden	54	23 $\frac{1}{2}$	141 00
723	John O'Leary	65	37 $\frac{1}{2}$	225 00
724	R. E. Hamilton	35	13	82 00
725	James M. Foran	64	22	132 00
726	William Laughlen	48	26	179 00
727	Archibald Dewar	57 $\frac{1}{2}$	28	194 50
728	Daniel O'Connor	47	17	102 00
729	Onagh Teresa Nagle	60 $\frac{1}{2}$	14	84 00
730	Chas. B. Calhoun	60	22	132 00
731	Robert Phillips	62	25	166 00
732	Martha Cullen	41	20 $\frac{1}{2}$	143 50
733	Ann Gamble	62	17	102 00
734	Horatio Nelson Courtlandt	57	37	239 00
735	John Raine	55	24 $\frac{1}{2}$	171 50
736	Chester Prouty	60	28	168 00
737	Robert Stone	68	14	84 00
738	Edwin Riley	60 $\frac{1}{2}$	34	204 00
739	William Cornerforth	61	25 $\frac{1}{2}$	162 00
740	George Lindsay	70	22 $\frac{1}{2}$	146 00
741	Andrew Porter	53	32	192 00
742	David D. Keenan	54	29 $\frac{1}{2}$	189 00
743	Israel B. Terryberry	50	17	102 00
744	Daniel O'Doherty	60	33	198 00
745	Henry W. Bolitho	61 $\frac{1}{2}$	25	150 00*
746	Elizabeth Shoemaker	54	24	144 00
747	James Kearney	39	10	60 00

* First payment to commence with January, 1885.

2. Summary for Years 1876 to 1884.

YEAR.	No. of Teachers on List.	Expenditure for the year.	Gross contributions to the Fund.	Amount refunded to retiring Teachers.	Net contributions and what per cent. of payments.	
					\$ c.	Per cent.
1876.....	266	31,768 82	12,647 25	1,252 83	11,394 42	35
1877.....	293	35,484 35	14,283 25	1,576 07	12,707 18	35
1878.....	339	41,318 95	13,767 12	1,591 64	12,175 48	29
1879.....	360	43,774 50	14,064 84	2,237 79	11,827 05	27
1880.....	391	48,229 13	15,816 45	3,252 92	12,563 53	26
1881.....	399	49,129 43	14,197 75	2,872 13	11,325 62	23
1882.....	422	51,000 00	13,501 08	3,660 10	9,840 98	19
1883.....	422	51,500 00	12,515 50	3,763 01	8,752 49	17
1884.....	443	54,233 93	15,802 50	4,037 59	11,764 91	21

6. TEACHERS RETIRED FROM THE PROFESSION DURING 1883.

Counties.	Teachers retired.	Counties.	Teachers retired.
Glengary	2	Brant	8
Stormont	1	Lincoln	7
Dundas	8	Welland	5
Prescott & Russell	4	Haldimand	10
Carleton	12	Norfolk	5
Grenville	7	Oxford	25
Leeds	9	Waterloo	10
Lanark	10	Wellington	13
Renfrew	5	Dufferin	5
Frontenac	8	Grey	17
Lennox & Addington	2	Perth	10
Prince Edward	12	Huron	15
Hastings	22	Bruce	22
Northumberland	16	Middlesex	24
Durham	8	Elgin	21
Peterborough	10	Kent	13
Victoria	8	Lambton	16
Ontario	14	Essex	4
York	27	Algoma	4
Peel	4	Muskoka	1
Simcoe	23		
Haltou	5		
Wentworth	4		
		Total	45

DIVISION VII.

INSPECTION OF PUBLIC (INCLUDING INDIAN), R. C. SEPARATE,
COUNTY MODEL AND HIGH SCHOOLS.

1.—PUBLIC SCHOOL INSPECTION.

1. List of Public School Inspectors.

NAME.	JURISDICTION.	POST OFFICE.
Donald McDiarmid, M.D.	Glengarry	Athol.
Alexander McNaughton	Stormont	Cornwall.
Arthur Brown	Dundas	Morrisburg.
Wm. J. Summerby	Prescott and Russell	Russell.
Odilon Duford	" " Assistant for French Schools	Curran.
Arch. Smirle	Carleton	Ottawa.
Robert Kinney, M.D.	Leeds and Grenville No. 1, and Town of Brockville	Brockville.
Rev. George Blair, M.A.	Leeds & Grenville No. 2, and Town of Prescott	Prescott.
Frank L. Michell, M.A.	Lanark and Towns of Almonte, Perth and Smith's Falls	Perth.
R. George Scott, B.A.	Renfrew, Town of Pembroke, and District of Nipissing	Pembroke.
John Agnew, M.D.	Frontenac	Kingston.
Frederick Burrows	Lennox and Addington, and Town of Napanee	Napanee.
Gilbert D. Platt, B.A.	Prince Edward and Town of Picton	Picton.
William Mackintosh	N. Hastings	Madoc.
John Johnston	S. Hastings, City of Belleville and Town of Trenton	Belleville.
Edward Scarlett	Northumberland and Town of Cobourg	Cobourg.
William E. Tilley, M.A.	Durham, and Towns of Bowmanville and Port Hope	Bowmanville.
James Coyle Brown	Peterborough	Norwood.
C. D. Curry, B.A.	Haliburton	Minden.
James H. Knight	E. Victoria and Town of Lindsay	Lindsay.
Henry Reazin	W. Victoria	Linden Valley.
James McBrien	Ontario and Town of Whitby	Myrtle.
James Hodgson	S. York	Toronto.
David Fotheringham	N. York and Town of Newmarket	Aurora.
Donald J. McKinnon	Peel, Town of Brampton, and City of St. Catharines	Brampton.
Rev. Thomas McKee	S. Simcoe and District of Muskoka	Barrie.
James C. Morgan, M.A.	N. Simcoe, and Towns of Barrie, Orillia, and Penetanguishene	"
Robert Little	Halton, and Towns of Milton and Oakville	Acton.
Joseph H. Smith	Wentworth, and Town of Dundas	Ancaster.
Michael Joseph Kelly, M.D.	Brant, City of Brantford and Town of Paris	Brantford.
James B. Grey	Lincoln and Town of Niagara	St. Catharines.
James H. Ball, M.A.	Welland and Town of Thorold	Thorold.
Clarke Moses	Haldimand	Caledonia.
James J. Wadsworth, M.A., M.B.	Norfolk and Town of Simcoe	Simcoe.
William Carlyle	Oxford, and Towns of Ingersoll, Tilsonburg, and Woodstock	Woodstock.
Thomas Pearce	Waterloo, and Towns of Berlin and Galt	Berlin.
David P. Clapp, B.A.	N. Wellington, and Towns of Harriston, Listowel and Mount Forest	Harriston.
J. J. Craig	S. Wellington	Fergus.
Nath Gordon	Dufferin and Town of Orangeville	Orangeville.
Thomas Gordon	W. Grey and Town of Owen Sound	Owen Sound.
Wm. Ferguson	S. Grey and Town of Durham	Priceville.
Andrew Grier	E. Grey	Thornbury.
William Alexander	Perth, and Towns of Mitchell, Palmerston, St. Mary's and Stratford	Stratford.
John R. Miller	S. Huron and Town of Goderich	Goderich.
D. M. Malloch	N. Huron and Towns of Clinton, Seaforth and Wingham	Clinton.
W. S. Clendening	E. Bruce and Town of Walkerton	Walkerton.
Alexander Campbell	W. Bruce and Town of Kincardine	Kincardine.
John Dearness	E. Middlesex and Town of London East	London.
Joseph S. Carson	W. Middlesex and Town of Strathroy	Strathroy.
Welbern Atkin	Elgin	St. Thomas.

List of Public School Inspectors.

NAME.	JURISDICTION.	POST OFFICE.
Edmund B. Harrison	E. Kent, and Towns of Bothwell, Dresden and Ridgetown	Ridgetown.
Wilmot M. Nichols, B.A.	W. Kent	Blenheim.
Charles A. Barnes, B.A.	Lambton No. 1.	Forest.
John Brebner	Lambton No. 2, and Towns of Petrolea & Sarnia	Sarnia.
Theodule Girardot	Essex No. 1, and Town of Sandwich	Sandwich.
D. A. Maxwell	Essex No. 2, and Town of Amherstburg.	Amherstburg.
Peter MacLean	Districts of Algoma and Parry Sound, and Towns of Port Arthur and Rat Portage ..	Milton.
<small>PROV.</small> James L. Hughes	City of	Toronto.
W. H. Ballard, M.A.	"	Hamilton.
Rev. Robert Torrance	"	Guelph.
W. G. Kidd	"	Kingston.
J. B. Boyle	"	London.
John C. Glashan	"	Ottawa.
John McLean	"	St. Thomas.
Rev. A. McColl	Town of	Chatham.
Rev. R. Rodgers	"	Collingwood.
R. B. Carman, M.A.	"	Cornwall.
Rev. Geo. Washington	"	Meaford.
Rev. James Gordon, M.A.	"	Niagara Falls.
Rev. S. H. Eastman	"	Oshawa.
James Stratton	"	Peterborough
Thomas Hilliard	"	Waterloo.
Richard Harcourt, B.A., M.P.P.	"	Welland.
J. C. Patterson, M.P.	"	Windsor.

2. Roman Catholic Separate School Inspectors.

James F. White, Toronto.

Cornelius Donovan, M.A., Hamilton.

3. County Model School Inspector.

John J. Tilley, Toronto.

4. High School Inspectors.

John E. Hodgson, M.A., Toronto.

John Seath, B.A., St. Catharines.

2. Extracts from Reports of Public School Inspectors.

COUNTY OF CARLETON.

Extract from Report of A. Smirle, Esq., Inspector.

The County of Carleton, as you are aware, ranks among the larger inspectorates of the Province, and its schools, as far as I am able to judge, present a diversity in extent of accommodation, efficiency and outfit, greater than almost any other. You will see from my report that there are all kinds of school-houses, from the stately brick edifice with its airy rooms and ample grounds, to the log cabin by the roadside, with its scanty furniture and forbidding appearance. Of this latter class there are not a few, and strange to say, many of them belong to the older and wealthier sections of the county ; I have no doubt,

however, but a few years at most, will see these replaced by good substantial buildings. In several cases I have already called the attention of trustees to the inadequacy of the accommodation, and I am glad to report that my suggestions in this respect have led several sections to make preparations for building during the ensuing summer.

In the matter of attendance, the schools vary as much as in the character of the buildings, the lowest average being about seven, whilst the highest reaches 163 : it should be stated, however, that the small attendance in some of the sections is due to circumstances over which the people have no control. In many parts of the county there are large tracts of uninhabited land, with a few settlers scattered over wide areas, rendering it impossible to bring a sufficient number within reasonable bounds to form even a fair section ; such schools, for the present, and indeed for years to come, must be allowed considerable discretion in the matter of employing qualified teachers and providing adequate accommodation. As will be seen by the statistics recently furnished your department, these are the sections paying the highest rate in the dollar for Public School purposes, and also the sections receiving the least aid from the School Fund of the Province. Generally speaking, however, the attendance is irregular, and notwithstanding what the statistics from trustees' reports may show, I believe there are large numbers of children, through indifference on the part of parents, foregoing the privileges which our educational system so liberally offers. "Compulsory education" does not seem to have accomplished anything, as yet, in the County of Carleton.

In regard to efficiency and attainments, our schools take an exceedingly wide range. Whilst many of the suburban, and not a few of the rural schools, are carefully graded and systematically classified ; others again, totally ignore both gradation and classification. In the former I usually find the prescribed limit for the first four classes of the Public School course, fairly completed ; but in the latter the pupils are allowed, in a great degree, to follow their own inclinations ; producing results as varied as they are unsatisfactory. I do not here speak of the few cases in which an exact classification is impossible ; but the many, where reading alone is made the basis of promotion, and where the teacher affirms that it is the only system that will satisfy the parent. I frequently meet with Fourth and Fifth Class pupils (so called) in schools where this system prevails, who in other subjects than reading and spelling, fail completely within the limits of Second Class work. I have endeavoured during my official visits to point out to teachers the wisdom of conforming to the prescribed course as closely as possible, and have at the same time endeavoured to impress upon the minds of the people that this is the only method by which the full advantages of the system are attainable.

The total number of teachers employed in the county during 1883, was 130. In this number we have one First Class Provincial ; twenty-seven Second Class Provincial ; and seventy-three Third Class Certificates ; the remaining twenty-nine are chiefly Inspector Permits and Temporary Certificates. I regret exceedingly to have to report so many of this latter class—nor can I at present see any way in which the number can be reduced ; indeed the year 1884 will show an increase, rather than a decrease, in this respect. Two causes operate to produce this result : 1st, the scarcity of qualified teachers ; and 2nd, the desire on the part of trustees to keep down the school rates, which you will see from previous reports on this subject, are about as high in the poorer sections as the people can be reasonably expected to bear.

In reference to "Permits," I take the liberty of expressing my dissatisfaction with the present mode of obtaining them. Three steps appear to be necessary : first, the trustees' requisition ; second, the Inspector's recommendation ; third, the approval of the Hon. the Minister of Education.

In regard to the first it may be safely stated, that trustees are sometimes influenced in signing the requisition by personal friendship for the applicant, but more frequently, with a view to secure a cheap teacher. Instead of stating "we cannot get a qualified teacher," it would be more correct in many cases were it stated, "we cannot get a qualified teacher for \$200 a year." It is true there is a scarcity of certificated teachers, but in my opinion it will continue so, unless a reasonable remuneration be offered to those who are able and willing to qualify themselves for such an important work. Viewed from this standpoint the teaching profession offers no inducement to persons of even average ability.

In the second place, the Inspector must accept the trustees' statement and comply with their request ; or he must openly express doubt and refuse ; which in most cases is sure to cause hard feelings, and not unfrequently to lead to charges of partiality, favouritism, etc.

The approval of the Hon. the Minister of Education will depend very much upon the Inspector's recommendation, and here rests the whole responsibility. I, for one, feel that this is a matter of considerable moment. That one-fifth, or perhaps more of the teachers in any inspectorate should have no other certificate of qualification than a Permit, seems to me a state of affairs inimical to the educational interests of the country. Generally speaking, so far as my experience goes, I have not found the schools taught by permitted teachers equal to those taught by trained teachers—notwithstanding the fact that the employers of such (permitted teachers) have taken great pains to inform me that "they are perfectly satisfied ;" and that in their opinion "the work is just as well done as when they had a second class teacher at twice the salary."

In suggesting a remedy for this evil, it should be borne in mind that it is most desirable to do away with all such certificates at the earliest period consistent with the actual requirements of our schools ; and in order to accomplish this gradually, the mode of obtaining them should be made as difficult as possible. Let trustees deal directly with the Department. It is an easy matter to apply to the Inspector, let him do all the correspondence, pay the postage, etc. ; but if trustees had to attend to these matters, they would think seriously before entertaining such an application. My short experience would lead me to believe, that to meet all cases, the form of application should be amended, so that trustees would be obliged to state that they have advertised for a teacher, and offered a salary of \$ ——— per annum. It should also be distinctly understood that no such application could be entertained until after the 3rd of January in each year ; this is necessary to prevent the holders of Permits from entering into competition with trained teachers. On receipt of the requisition, a set of papers should be sent the Inspector, that the candidate may undergo an examination as to qualifications and fitness for the work.

I am pleased to be able to report the reopening of the County Model School, New Edinburg, with a full staff of legally qualified and efficient teachers. I think I can say with safety that it comes up to the requirements of the law in almost every particular. The students in training last term, eleven in number, all passed a creditable examination on the various subjects of the prescribed course. As far as possible, the examination was conducted in writing, and the results on the whole gave clear indications of the work having been done efficiently. The examiners were unanimously of opinion that Model Schools constitute one of the important features of our education system.

Our Teachers' Association is now in a fair way to become useful, and I hope through this agency to be able to accomplish many little reforms in the internal working of the schools of the county, that it would be difficult to obtain in any other way.

I endeavour, in all cases where the school demands it, to devote a half day to the examination of the classes : of course this does not suffice for a complete inspection of the school, but, as a rule, it enables one to make a fair estimate of the work done, and to get a general idea of the discipline and management of the institution. I am of opinion, however, that one whole day visit in the year to each school would be preferable to the half day system. In my addresses to the children, which I consider a very important part of the work, I have endeavoured to keep before their minds, that school is the place above all others where the foundation of character is laid ; and whilst education and refinement are very desirable, still they are but instruments of evil when dissociated from a high standard of morality. I have specially tried to encourage a love for the truth, for school, for home and its associations. In these respects I feel that the Public School Inspector may without giving offence to any, accomplish a great deal of good.

COUNTY OF LANARK.

Extract from Report of F. L. Michell, Esq., Inspector.

The year has been one of educational progress. Though our supply of legally-certificated teachers was insufficient, the majority of those temporarily certificated were good.

scholars, and fairly successful as teachers. The improvement of the School Property, etc., referred to in my last report, has gone on apace, and the greater number of our schools are now in good condition in this regard.

It is a matter for regret that a greater effort is not made to secure a small but select public Library in each school section. The cities, with their large lending Libraries, the towns, with their Mechanics' Institutes, are well provided, but the country boy who has just tasted the "Pierian Spring" is compelled to satisfy the restlessness of an active brain with books of the lowest class—of the dime novel variety. A small sum of money annually expended would form and keep up a respectable school library, adapted to the requirements, not only of the pupils, but those of more mature mind. A good public library is undoubtedly the "missing link" in our school system: a single purchase will not do: the addition must be well selected and continual. Much of the money expended in the purchase of prize books is raised by concerts and entertainments of that character, and the proceeds do not appear on the books of the Secretary-treasurers of the schools. Prizes were distributed in 74 of the schools during the year. The highest salary paid any teacher in the townships and villages in the county was that of the headmaster of the Public School, Carleton Place (\$600): the lowest salary paid a male teacher was \$230. Owing to a deficiency in the supply of such teachers we are compelled to grant temporary certificates: the holders of these certificates having spent less time and money on their education, are able to teach for a small salary. I have already called your attention to the small number of professional teachers engaged in the calling. The sooner the salaries are made large enough to induce more to make teaching a profession, the sooner will the school attain that rank and character now earnestly hoped for by all workers in the most important problem of the age—national education. The present system is a mere experiment, and must continue to be such, until *Teachers* are placed in charge of our schools; not mere school girls, and medical and other students, who intend to make a stepping stone of the occupation to something better. One hundred and fifty-seven teachers were engaged during 1883, classified as follows:

Provincial First Class.....	2
“ Second Class.....	19
Old County First Class.....	6
New County Third Class.....	107
Temporarily certificated	23
	<hr/> 157

Temporary certificates can only be granted by the consent of the Minister, and upon special grounds: they are never given unless the supply of regular teachers proves inadequate. Owing to the smallness of the salaries and the difficulty of obtaining a legal certificate, the number of permits has largely increased. The only remedy seems to be the re-establishment of the County Board Examinations, and the cancelling of the clause which makes Third Class Certificates, Provincial. Until something of this kind is done, the poorer counties will be badly supplied with Third Class, and the richer with Second Class Teachers: because the Third compete with the Second, thus leaving the permit to compete with the County Third.

The school-houses and premises are being generally improved. During 1883, the rate-payers generously responded to the demand for better accommodation. New school-houses were built in S.S. No. 3 (u), Darling, and No. 8 (u), Dalhousie, and the schools in a great many other sections were thoroughly repaired. We are yet far from perfection in this matter: inconvenient desks, inadequate accommodation, inattention to heating and ventilation, are of too frequent occurrence in our schools. In spite of the hygienic lectures at the Model School, in spite of repeated reports from the Inspector, the greatest carelessness continues respecting school ventilation and cleanliness: in too many schools not only are the windows kept closed during the night, but closely fitted wooden shutters are added, so as to render the access of fresh air doubly impossible. The following simple hygienic recipe, if observed by our teachers, would prevent many of the ills now prevalent among school children:—"Admit as much light and air as possible, compatible with the

comfort of the pupils while at work, and be sure to allow a continuous supply of both to be freely admitted during the time that the school is not in operation:” by lowering the windows from the top and raising the blinds in the evening, these results are easily attainable. Trustees, as guardians of the public health, should see that the schools are regularly cleaned and ventilated.

The pupils enrolled are classified as follows :

Number in First Class Work of programme.....	2247
“ Second “ “ “	1560
“ Third “ “ “	1601
“ Fourth “ “ “	902

The number in the principal branches of study :

Spelling and Dictation.....	5353
Writing.....	5106
Arithmetic.....	5439
Geography.....	3258
Object Lessons.....	1776
Grammar and Composition.....	2682
History	1145
Drawing	1707

A very large percentage of the pupils of our public schools is employed upon the elementary branches of instruction : but in too many cases these subjects are not taught with a view to developing and invigorating the child's mind, and inducing that culture which will tend to make the pupil capable of thinking and acting for himself when called upon to play his part upon the great stage of life. The rote system still prevails, and is unfortunately being perpetuated by many of our text books, whose aim appears to be rather to do the teachers' work, than to be the means by which it is to be done.

The reported School Population for 1883 was as follows :—

Number of pupils under 5 years.....	19
“ “ between 5 and 16.....	6328
“ “ “ 17 and 21.....	66
“ “ over 21.....	5
Total who attended.....	6418

Of these 3319 were males and 3099 females.

The duration of attendance may be thus represented :—

Number who attended less than 20 days.....	575
“ “ “ between 20 and 50 days.....	982
“ “ “ “ 51 and 100 days.....	1541
“ “ “ “ 101 and 150 days.....	1513
“ “ “ “ 151 and 200 days.....	1462
“ “ “ over 201 days.....	345
Total who attended	6418

Furthermore, 65 are reported as not having attended any school, and 1638 as having failed to attend the 110 days prescribed by law. The above figures clearly show that the “compulsory clause” is inoperative. The average daily attendance for 1883 was 2992, or only *forty-seven* per cent. of the number enrolled ; the necessity for some more effective

remedy for this state of things is generally admitted : we are, however, not the worst in this particular, as the general report shows *forty-three* as the average for the Provincial rural schools.

The average number of days during which the school was kept open was 213. Burgess heads the list this year (1883) with 218 out of 222, and Montague comes last with an average of 204.

Every school in the county was visited by me at least twice ; some, three or four times. The whole number of visits reported was 1060, of which 269 were by trustees. Much good would doubtless result from a regular and systematic method of visitation by the members of the local Boards.

The report shows 200 as the number of examinations held during 1883 : these, too, are as a general rule badly attended : though due notice is given, the people take but little interest in such gatherings. The law requires that such examinations should be held at the end of every quarter.

A system of uniform examination has been established in the schools of the towns of the county, with very satisfactory results : it is a matter of regret that some such method does not prevail throughout the rural schools. The hap-hazard plan of promoting at present in vogue, is most unsatisfactory.

The entrance examinations have become the recognized test for promotion into the Fifth class : two are held annually in the several High Schools of the county. In June of 1883, one hundred and seventy-seven candidates presented themselves, of whom one hundred and two were successful : in December one hundred and sixty-six presented themselves, and eighty-two were successful.

The County Model School is an important factor in our school system : its object is to give instruction and practice in the theory of, and actual work of teaching. *Eighteen* candidates received instruction at the Model School in 1883, of whom *twelve* are now teaching in the county, and *six* elsewhere.

Two meetings of the Teachers' Association were held during 1883 :—one at Almonte in May, and the other at Perth in October ; the attendance was large on both occasions, and the work for the most part of a practical character. The library in connection with the Institute is neither kept nor distributed as well as it ought to be, owing to the want of a suitable room for keeping the books. The general circulation of these valuable works among the teachers, would necessarily be productive of good results.

COUNTY OF HALIBURTON.

Extract from Report of Charles D. Curry, Esq., Inspector.

There are now forty-nine schools, employing fifty teachers, in operation in this county. I am of opinion that this number will be but slightly exceeded for a number of years. In fact at the present date there is no settlement in the county without its school-house ; where preparations are not being made to erect one. In some instances this desire for school accommodation has led to the formation of weak sections ; but in these cases it has generally been a question of a weak section or no school whatever.

The amount received for school purposes during the year foots up to \$12,700, and the total expenditure is reported at \$10,517, a slight increase over that of 1882 : of this amount, \$10,524 were raised by local effort, *i.e.*, trustees and municipal rates. I have drawn attention to these figures to show that notwithstanding the depression at present existing, especially in districts depending so largely upon the lumber interest ; and notwithstanding the very heavy municipal and railway bonus rates levied throughout the county ; our people are fully alive to the necessity of doing all that lies in their power for the education of the rising generation.

I am pleased to be able to state that in the character of the work done, a steady improvement is manifested. Reading is in general well taught, and the drawl and drone

of a few years ago, are now almost things of the past. Writing and Arithmetic have also received more attention, and show considerable improvement.

The scarcity of professional trained teachers continues to be felt ; but until the circumstances of the county improve, so that fair salaries can be paid to teachers, I am afraid that this drawback will continue. As soon as any of our teachers develops the qualities that ensure success, more inviting fields are looked out ; and at the present moment teachers are occupying important situations in some of the towns of Ontario, in Winnipeg, Brandon and other places in the North-West, who received their preliminary training, and had their first experience of the work of the profession in the County of Haliburton.

COUNTY OF YORK, NORTH.

Extract from Report of D. Fotheringham, Esq., Inspector.

It is now over twelve years since the administration of school matters was put into the hands of County Inspectors, and since the law and regulations were so modified as to start the Province on what may be called the "new era" in Public and High School work. The period since 1871 is so considerable as to justify the hope of reaching conclusions as once reliable and suggestive. I shall, therefore, state briefly, reliable statistics of the Inspectorate in 1871 and 1883, and therefrom hope to draw hints of some value for the future.

	1871.	1883.
School Population (5 to 16)	8,321	7,100
Average attendance of those enrolled	374%	45%
" Pupils to each Teacher	105	70
" Cost per Pupil	\$5.45	\$6.65
Teachers employed—Male	60	65
" " Female	25	36
" Normal Trained	20	48
Salaries—Total, Male	\$21,680	\$27,614
" " Female	6,081	9,585
" Average, Male	361.33	424.83
" " Female	243.25	265.62
Certificates—Provincial First Class	2	3
" " Second Class	18	48
" O. C. Board	42	6
" N. C. "	21	43
" Interim	2	1
Income for School purposes	\$45,392	\$ 52,825
Value of School property	71,000	150,000
School Corporations or Boards	71	79
" Sites, Adequate	31	79
" Houses	71	82
" " Brick	14	26
" " Frame	53	56
" " Log	4	0
" " Erected in 12 years	00	44
" " Enlarged in 12 years	00	26

It is evident from this comparative statement, that on the whole there has been gratifying progress in nearly every direction.

The number of School Corporations has been increased by eleven per cent., and number of teachers by nearly nineteen per cent., thus bringing school privileges within reach of many, before unable to attend.

School property has been almost entirely renewed, and more than doubled in value ; while the new accommodation is much superior to, and much greater than the old ; and, taking one school with another, is considerably above the requirements of the law.

Most schools are fairly supplied with appliances, which was emphatically not the case twelve years ago.

Equally satisfactory has been the improvement in the teaching staff, in training, efficiency and appreciation : the number trained in the Normal Schools, and the increase in average salary, sufficiently sustain this statement.

The same conclusion is reached through other evidence—the more thorough classification of pupils ; the steadily increasing number passing from the Public to the High Schools ; the higher record at inspections ; and the existence of an efficient Teacher's Association and a professional library.

Having thus briefly attended to the encouraging features of the record of the past twelve years, I now turn to the less favourable ones :

1. *Irregular Attendance.*—The percentage of attendance, though advanced by nearly twenty-five, is still below one-half of those enrolled : this means that more than half the money and labour expended on the schools are wasted. Not only do those entering the schools miss, on an average, one day out of two, but they also retard the work and neutralize the best efforts of the teacher, to a most serious extent.

2. *The Transitory Character of the Profession.*—Out of the first, the clamant evil and drag of the Public School system, arises largely this, the second in magnitude ; without always tracing their discontent to the real cause, both parents and teachers seek a change, to reach, if possible, better results from their expenditure of means and effort ; and so nearly half the schools change teachers every year : nearly one-fourth of the results being in these cases again sacrificed, as a new teacher cannot immediately, or even in a few weeks, push forward the work, as one whose authority and methods are well established.

3. *Defective School Board Administration.*—The most thoughtful find another source of weakness to the system, in the character of the Boards that administer it, however well intentioned and useful they have been : they change too rapidly : they are unremunerated, and cannot be held to the duties of their office as paid officers could be : neither can it be supposed that ten to twenty efficient Boards can as easily be provided for the schools of a township, as one competent Board for the whole, though even larger.

4. *Heavy but Ineffective Expenditure.*—While the expenditure per pupil in the Public Schools, \$6.65 per head, compares favourably with that of High Schools, in which it is four times that amount, it is still in the aggregate very heavy, especially as more than half is entirely wasted through irregular attendance alone. At that rate, the County of York is losing \$50,000 a year, and throughout Ontario the amount of school moneys made ineffective must amount to more than one million.

5. *Inequality of Taxation.*—Though from various reasons little popular complaint is made against the serious inequality of taxation, there can be no doubt that the efficiency of Public Schools is greatly impaired by this evil. The most needy and the least able are as a rule the most heavily taxed, where the whole country is interested and has assumed the responsibility of regulating Public School education.

6. *Hampered Inspection.*—It has become a question with many whether recent legislation and regulations have not seriously hampered the efficiency of county officers appointed to administer the law ; who, on the whole, are acknowledged to have performed with much energy and prudence, the delicate task of enforcing the requirements of the Act of 1871. For example, who are likely to be equally competent and impartial in allowing options in the course of studies, and deciding what shall and what shall not be taught of the programme ? certainly not rural Trustee Boards ; and yet the control of the course of studies has been given entirely to them.

In another respect it may be fairly, and at the present juncture, pertinently asked, if the same officials are not seriously hampered by the provisions for their appointment, dismissal and remuneration, through a popular body in no way specially qualified to judge of the merit of the services rendered, and held more strictly to account for economy than

efficiency in such services. It would therefore appear from the considerations named, and from others adducible, that—

1. The enforcement of the compulsory clauses of the school law should not be left longer, inoperative: an absentee officer should be appointed for each inspectorate, armed with sufficient, but not arbitrary power.
2. That tangible inducements should be held out to the teaching profession to make it a life-long occupation.
3. That a system of Township or District Boards should be established.
4. That schools should, throughout a Township or District, be supported by a uniform rate of taxation.
5. That important executive officers should be held responsible to the Government or other competent body; and one less mutable than such as are elected annually, largely through municipal if not political, rather than educational, interests and influence.

COUNTY OF BRANT.

Extract from Report of M. J. Kelly, Esq., M.D., Inspector.

The Public Schools of this county are not only holding their own, but are steadily progressing. The Entrance, Intermediate and other examinations, have had a marked effect on their advancement.

The uniform promotion examinations in the Public Schools, which this county was among the first in the Province to adopt, have been of good service; though I think it is possible to render them still more serviceable, and beneficial to the cause of elementary education. The preparation of the papers has heretofore devolved mainly on the Inspector, and this year entirely; while the supervision of the candidates and the examination of their answers, have been entrusted to the teachers in the several sections. I have made an attempt to re-examine the answers, but the task has proved too onerous for the time at my disposal. The present system, as I have hinted, is not wholly satisfactory. If the answers were submitted for inspection and valuation to a Central Board of Examiners—say the existing County Board—and a change in the supervision were at the same time made, the results would unquestionably be more reliable; but this would involve additional expense, which should not be incurred if it can be safely and reasonably avoided. Under the circumstances I cannot at present recommend any change. The question will probably come before our County Convention at its next session, when those who are principally interested in it, will have an opportunity of expressing their views. In consultation with the teachers I find the opinion generally prevailing that there should be two promotion examinations each year—in March and November—instead of one as hitherto, the Fall examinations not to extend beyond the Third Class: this has been the custom for many years in Brantford and Paris, and it is presumed it would work equally well in the rural schools of the county.

The amount spent for libraries and prize books was more than double that spent for the same purposes in 1882: still something more might be profitably expended in these directions. The Government grant shows a slight increase (\$12) over that of 1882: it is less in the three smaller townships, more in the two larger. This grant has been growing less for some years back in the older counties of the Province, a circumstance which is probably owing to the extension of school accommodation to Muskoka, Algoma and other unorganized districts of Ontario. There was an increase—a small one—(\$25) in the Municipal grant over that of the previous year. The increase of the Municipal grants would proportionately diminish the inequalities in the local rates of taxation for school purposes in the several school sections of a township, and would, of course, lessen the local rates all round.

The number of teachers in the rural schools of the county holding First Class Provincial Certificates in 1883, was three, namely :—the Principals of St. George and Scotland Public Schools, and the Master of Middleport school. The number holding Second Class Provincial Certificates was thirty-five ; holding Third Class Certificates, 25 ; First Class Old County Board Certificates, three, and Interim, one. Temporary Certificates are granted only when the supply of regularly qualified teachers is inadequate. A couple of years ago, Third Class Certificates obtained after 1881 were made valid throughout the Province, without the endorsement of the Inspectors ; I do not know who inspired the change, but I am strongly of opinion it should never have been made. The whole amount paid in salaries during the year to the rural school teachers of the county, was \$25,716.59. The highest salary paid a male teacher, was \$600 ; the lowest, \$300 : the highest paid a female teacher, \$400. The salaries are not yet quite what they should be, although in this respect Brant compares favourably with the majority of the counties of Ontario, and ranks much higher than similar municipalities in the great Republic south of us. Here the school terms cover the whole year, but in the United States the school terms in the rural schools average about six and a half months ; and, according to the Hon J. P. Wickersham, State Superintendent of the great and rich Commonwealth of Pennsylvania, there the average man receives \$250, and the average woman \$175 per annum for the average school term of 6½ months. It is needless to say that neither teachers nor schools will bear any comparison with those of Ontario. That the educational progress, in this Province during the last twelve or thirteen years has been great—is indeed, unparalleled—admits I think of no denial. If then we are to keep up the rate of progress, we must continue to keep in the profession of teaching, men and women of energy, skill and ability ; and to do this we must adequately pay for their services. If salaries are better now than they were twenty years ago, it must be remembered that the cost of living has also increased in the interval, and the cost of obtaining a certificate as well. Formerly a very small percentage of the teachers of the Province received any professional training ; and those that did receive it, not only got it for nothing, but were allowed \$1 a week for their board while undergoing it ; now ALL must be trained either in a County Model School for three, or in a Normal School for five months ; paying, in some cases, as in our County Model School, a fee of \$5, and receiving no indemnity for board. So the expense of professional training has very considerably increased, as well as the difficulty of that part of the candidate's work. It will hardly do for us at this stage to go back to the "Dames' schools" that prevailed in England in the last century, where "old ladies who knew nothing taught the children of the peasantry ALL they knew."

The reported school population of the county (rural schools), for 1883, was as follows :

Total number of children under 5 years of age.....	4
" " between 5 years and 16.....	4,315
" " " 16 " 21.....	136
" " enrolled in the county.....	4,455
Boys.....	2,349
Girls.....	2,106

721 pupils were reported as not having attended any school four months during the year. The compulsory clause of the School Act has not been put in force, so far as I have learned, anywhere in the county.

The number of pupils in the First Class was 1,259 ; in the Second Class, 1,033 ; in the Third Class, 1,168 ; in the Fourth Class, 785 ; in the Fifth Class, 185 ; and in the Sixth Class, 25. In order to insure a better classification, uniform promotion examinations were inaugurated a few years ago.

Prizes were distributed only in twenty of the Public Schools in 1883 : this diminution in the number of prizes is doubtless due to the withdrawal of the 100 per cent. formerly allowed by the department on prize books. The value of prizes as an incentive to study, and as an educative force, has long been a matter of controversy among instructors of youth : some of the best teachers and most thoughtful trustees are beginning to consider the stimulus of prize-giving an unhealthy one, as unsatisfactory and ineffectual, and too

frequently productive of bad feeling among the pupils themselves, as well as between pupils and teacher. It would be better to use the money to supplement the libraries already existing, to found new ones, or to furnish the school rooms with neatly framed and appropriate mottoes, chromographs, etc.

The total number of visits made to the schools during the year was 1,345; of which 174 were made by the Inspector, and 228 by the Trustees. The number of public examinations was eighty-three.

Two meetings of the Teachers' Institute were held during the year, in June and November, each lasting two days. At the June session, in addition to the regular ordinary work of the convention, Mr. W. H. C. Kerr, M.A., read a valuable and most instructive paper on "the origin of language," and the Misses Hollinrake, Morice and King conducted classes in Kindergarten games and singing: at the November meeting, Mr. James Mills, M.A., President of the Agricultural College, Guelph, favoured the Institute with an excellent lecture on "What should be taught in a Public School, and how the teaching should be done," emphasizing the importance of English composition and the elements of agriculture.

Town of Paris.

The nine departments in the Public Schools of Paris have been satisfactorily managed during 1883. The year closed with a balance in the Trustees' hands of \$3,206.73. The amount paid in salaries was \$2,350. There is but one male teacher in the Public Schools—his salary is \$600 per annum. The highest salary paid a female teacher was \$300; the lowest, \$375; average, \$287.50. The number of pupils enrolled was 687. The average attendance for the first half year was 406; second half, 355. The usual quarterly percentage of attendance was about 80. The progress of the several divisions is encouraging, and the order and discipline all that can be desired. A good school library is a desideratum, and the walls of the several rooms might be adorned with suitable chromographs to advantage. These improvements and others will, I have no doubt, be made in good time.

During the mid-summer holidays the school buildings were very much improved. The large Central School was painted brown externally, with diamond ornamentation over the doors and windows: many of the rooms were refloored and supplied with new seats and desks. The Ward schools were similarly improved. Since the mid-summer holidays of 1883, all the primary rooms in the Central have been refurnished, and the Model School room has been elegantly equipped. The Buildings and Grounds Committee, with the Chairman thereof, are never weary of making improvements when and where needed; indeed, our present City Board of Trustees is indefatigable in its labors. I have never known the schools to be so frequently visited by members of the board as during the year 1883.

COUNTY OF WELLAND.

Extract from Report of James H. Ball, Esq., Inspector.

Village of Chippawa.

Accommodations.—The school-house is of brick, and has two capacious and comfortable rooms, each provided with a lobby. The building is in excellent condition; the walls and ceilings white and clean; the floors well swept and scrubbed; and the windows all in good order. The ceilings being high, the windows extending well up to the ceiling and being only on the two opposite sides of the school rooms, the lighting is good; and by lowering the upper sashes ventilation is afforded without subjecting the pupils, to a dangerous extent, to draughts of cold air.

The schools are well supplied with maps, blackboards, etc., and the furniture is good and suitable; that in the master's department being of the most approved pattern. In both departments suitable mottoes neatly framed are suspended from the walls, and in the

master's department also, a few choice engravings. An excellent library is maintained for the use of the ratepayers and pupils, and it is well patronized.
CHIPPAWA The school lot comprises an acre, and is in good order: the drainage is good, and the fences, closets and sheds all in fair order: a well is provided, but at my last visit the water was not good, the well probably needing cleaning.

Teachers.—The school is taught by two teachers: monitors have also been employed to a considerable extent. Until the latter part of last year, Mr. Chas. J. McKenzie was, for about fourteen or fifteen years the master; and for a number of years Miss Jane A. McKenzie was assistant; both of whom have now retired from the profession. Upon the resignation of the latter, an assistant's certificate was granted, in accordance with an application from the Board of Trustees, to Miss Logan, who had passed the Intermediate Examination in 1883. Though not in favour of supplying the schools with untrained assistants, deference to the wishes of the members of the Board, who, I understand, were actuated by motives of economy, led me in this case (as also in that of Fort Erie, where an untrained assistant, or rather monitor, is now employed), to grant a certificate.

Pupils.—The number of pupils enrolled during last year was 154, and the average attendance 84. The organization was good: oral and written examinations were held: the pupils properly clad and cleanly in appearance: in their manners respectful and polite; and apparently attentive and industrious. The order and discipline were excellent, and the state of proficiency correspondingly good. I have always regarded the Chippawa Public School as one of the best managed and most efficient schools in the county.

Village of Fort Erie.

Accommodation.—The school has two commodious rooms suitably furnished and equipped, the basement being used for the junior department until the latter part of last year, when a set-off from the Master's room was constituted a class-room, all the pupils being seated in the Master's room. The school-room is in good condition, the heating, lighting and ventilation satisfactory; except as regards the class-room, which, not being provided with a stove, is scarcely warm enough: the yard, though rather contracted, is kept in good order, as also the fences, closets and sheds: shade trees are planted, but there is no well. Among other requirements is a School Library.

Teachers.—The Master, Mr. Geo. A. Clark, holds a Second Class Provincial Certificate, and has had a Normal School training: a Monitor is employed to teach the junior classes, an arrangement made during the latter part of the year for economical reasons: previously an assistant holding a Third Class Certificate had been employed.

Attendance.—The number of pupils enrolled during the year was 158, and the average attendance, 62.

Village of Niagara Falls, South.

This school may be briefly described as being at the head of the schools of the county, both as regards accommodations and mastership. The buildings and grounds are of a normal character, and the master stands first in his profession. There are two assistants. The number of pupils enrolled was 290, and the average attendance, 133.

Village of Port Colborne.

The Port Colborne Public School is a commodious two storey building, suitably furnished and equipped. It consists of three departments: the Master being Mr. Donald W. McKay, who holds a First Class Old County Board Certificate: the First Assistant, Miss Martha C. Brown, who holds a Second Class Provincial Certificate, and has received a Normal School training: the Second Assistant, Miss Catharine Foster, with a First Class Old County Board Certificate.

The number enrolled during the year was 242, and the average attendance, 133.

The yard, fences etc., were all in order, and shade trees growing.

The teachers are painstaking and hard working, and Mr. McKay's department is one of the most efficient in the county; his order, discipline and management, excellent.

DISTRICTS OF ALGOMA AND PARRY SOUND.

*Extracts from Report of P. MacLean, Esq., Inspector.**District of Algoma.*

Number of School Sections.—The total number of school sections in the district was eighty-three, being an increase of nine over last year: they are located as follows:—thirty-five on the Great Manitoulin; two on Cockburn Island; one on Barrie Island; seven on St. Joseph's Island; twenty-nine on the north shore of Lake Huron and Georgian Bay; six on the north shore of Lake Superior, and three on the shores of Lake of the Woods.

Schools in Operation.—The total number of schools in operation during the year, or portions of the year, was seventy, being an increase of eighteen over last year. There are still thirteen school sections in which no school has yet been opened, being but recently organized, and their school-houses not yet completed. Besides the Public Schools, there are in the district two Roman Catholic Separate Schools, and about nineteen or twenty Indian schools.

Teachers.—In the seventy schools, seventy-five teachers were employed, namely:—twenty-eight males, and forty-seven females. One teacher holds a First-Class Provincial Certificate; four hold Second Class, and the others District and Temporary Certificates. The average salary for males is about \$350, and for females about \$250, per annum.

The Teaching.—I am pleased to be able to report a continued improvement in the quality of the work done in many of the schools. The reading, writing and spelling are decidedly improved in the majority of cases, and in some schools a very fair advance is being made in arithmetic. Three years ago it was a very rare thing to find a pupil of the Second Class who was able to write, and many in the Third Reader were unable to write a single line from dictation: at my last visit I did not meet in the whole district a child in Part Second of the First Book, but could write words and short sentences very fairly. Irregular attendance on the part of pupils, owing to bad roads and long distances, and the too frequent changes of teachers, materially interfere with the progress of the schools; but these causes will, I trust, gradually disappear as the district becomes older and better settled.

Visits.—During the year I visited, with very few exceptions, all the schools *once*, and some of them *twice*, from the eastern extremity of the Manitoulin to Rat Portage, on the Lake of the Woods, a distance of some ten or twelve hundred miles. The lack of professional training among the teachers makes it necessary for me to devote the greater portion of my time at a visit to teaching classes, giving hints to teachers on system, classification methods, etc. The classification of pupils is in many cases much too high, teachers and trustees understanding but very little of the principles which should determine it. Several new school-houses have been erected since my last report, among which Manitowaning, Thessalon, and Blind River deserve special mention. I also visited the majority of the Indian schools, and made a separate report on the same to the Indian Department at Ottawa.

Teachers' Institute.—The annual meeting of the Teachers' Association for the district was held, for two days, in July, at Gore Bay, at which about twenty teachers were present. A very practical programme was discussed, in which I was ably assisted by J. E. Hodgson M.A., High School Inspector; Rev. Mr. Cole, of Manitowaning, and several of the teachers. The district is so very large, and travelling so expensive, that many of the teachers are quite unable to attend the meetings. As an inducement, I think the Government should grant a small sum of money towards defraying the expenses of those who attend the convention: I am sure it would materially increase the attendance, and would be very thankfully received by many poor teachers who have to struggle along on very low salaries, and who would like to attend the Institute meetings, but cannot afford the expense.

Teachers' Examinations.—Examinations for granting Teachers' District Certificate were held in July, at three different points, namely:—Gore Bay, Sault Ste. Marie, and Port Arthur.

District of Parry Sound.

Sections.—There are now seventy-two school sections in the district, being an increase of twelve over last year. There were fifty-three schools in operation during the year, or part of the year, being an increase of five over last year. Applications for new sections are continually being received, shewing that the district is rapidly settling up. It would be quite a convenience to the people in the unorganized Townships if the law were so changed that trustees would have power to borrow a limited sum of money for building school-houses, say \$300 or \$400, on their corporate note. The school-houses usually cost that sum, and as there is no municipal council, trustees have no means of raising the money but by a direct rate levied on the section. In the majority of new sections, to pay for a school-house and the teacher's salary, all in one year, becomes too heavy a burthen, and the desire is very general that some procedure would be devised by which the cost of a school-house could be distributed over two or three years, as in the organized Townships.

Teachers.—The number of teachers employed during the year was fifty-six, namely:—sixteen males and 40 females. Five of them held Second Class Provincial, and the others District and Temporary Certificates: the great majority of these teachers are mere novices, and sadly in need of professional training. A good District Model School is much needed, and should, I think, be established at Parry Sound Village, where there is now erected one of the best school-houses in the Province, outside of the cities.

Visits.—I visited each school once, and a few twice, during the year. I devoted my time much the same as in Algoma, teaching classes and giving what practical hints and suggestions as I considered were most needed. The schools, on the whole, are not doing as good work as those in Algoma: this I attribute in a large degree to the fact that more teachers with "Permits" are employed, and a more frequent change of persons—it often occurring that two, and even three, new teachers are employed in the same school in the course of a year: the salaries are also lower, and thus there is less inducement to the teachers to improve their professional standing.

Examinations.—Teachers' examinations have hitherto been held at Parry Sound Village, which is situated at one side of the district, and is over 100 miles distant from many of the attendants' residences. In order to be present at these examinations, some of the candidates have to walk the greater part of the way, which, I think, is imposing altogether too heavy a task upon them. I would, therefore, most respectfully suggest that examinations be held at, at least, two different points, say Parry Sound Village and Burk's Falls, which would cost but a trifle more, and would be a great convenience to residents in the northern and eastern parts of the district.

Teachers' Institute.—I held a two days' institute, in August, at Parry Sound, which was attended by about thirty teachers. I was again assisted by High School Inspector Hodgson. The teachers appear to take much interest in these meetings, but the distance is too great to expect many of them to attend. My recommendation with regard to the Teachers' Association in Algoma will apply here with equal force.

My Inspectorate.—My jurisdiction now extends from Lake Nipissing to the famed north-west angle of Lake of the Woods, a distance of about 1,500 or 1,600 miles, and comprises some 155 school sections, with some 123 schools in operation: this is certainly more than any one man can attend to properly: I therefore trust that steps will soon be taken to divide the labor, by appointing an additional inspector to take one of the districts.

2.—ROMAN CATHOLIC SEPARATE SCHOOL INSPECTION.

Report of James F. White, Esq., Inspector.—Eastern Division.

SIR,—I have the honour to lay before you my third annual report on the condition of the Separate Schools :—

Since the appointment in April of Mr. C. Donovan, M.A., as second Inspector, we have divided the Province : for the present he visits the schools to the north and west of Toronto, and I the others. The arrangement will continue for, say three years, and then we shall exchange districts. This division gives each of us ample work, as, in the western section there are, this year, 102 schools having 175 teachers, and in the eastern, 103 schools with 249 teachers ; making a total of 205 schools and 424 teachers. In this estimate are included five schools established in new sections during the year. These figures show a gain of *eleven schools and twenty-seven teachers* since the report of last year. I am gratified to be in a position to report so substantial an increase in the number of schools and teachers, as it shows the growth and development of the Separate School system.

During the year several large and comfortable school-houses have been built, and many others have been enlarged and repaired. In nearly all the town schools the accommodations are very good : many rural sections have very comfortable buildings ; but in cities, where the number of children to be accommodated is very large and the school revenue often rather small, the task of providing suitable rooms has been more difficult, hence it is found that frequently the most urgent need of improvement is in city schools ; but, usually, the School Boards are willing and anxious to provide as good accommodation as the means at their disposal will allow.

In general, the schools have a very respectable supply of the most necessary apparatus, as maps and blackboards, yet much is wanting to their full equipment. Unabridged dictionaries, gazetteers, biographical dictionaries, cyclopædias, globes, charts, blocks, and similar needful helps are by no means common. Reading and arithmetic charts, now reckoned among the most useful aids for primary teaching, have not always been liberally supplied by trustees. It is not uncommon to find that children have been so often over a reading lesson that they have, perhaps unconsciously, committed it to memory ; and not one lesson only, but, at times, a great part of the early readers becomes, by frequent repetition, thoroughly known by heart, and consequently, wearisome and monotonous to pupils. To prevent this evil, a proper store of suitable reading, outside that contained in the ordinary text-books, should be procured for the schools. The judicious expenditure of even a small sum annually, would, in a short time, provide a fair supply of such supplementary reading matter and the most indispensable accessories. This year some School Boards have made a commendable beginning in supplying their schools, and soon I hope to be able to report that at least all the important schools have been liberally equipped.

At the examinations for teachers, in July, the Separate Schools showed very encouraging results. In all, about thirty-two passed for the various grades of intermediate third and second classes ; of these, the highest number was from the girl's school Lindsay, which passed nineteen pupils from a class of twenty-five ; the Girl's High Class Toronto, came next, with eight successful candidates out of nine ; Ottawa passed two. When it is understood that, in schools where this has been done, the whole task of preparing the pupils for examination has usually devolved upon *only one teacher*, too much cannot be said in praise of the energy and ability of such teachers. Next year several other schools will probably try the same work. A definite course of study, as for example that laid down for third class certificates, is found to be a great advantage to the high class in a graded school : pupils and teachers work with much enthusiasm to establish the standing of their school, and afterwards to maintain its reputation by repeated successes at examinations.

As the present programme for schools, that issued in 1882, is very incomplete, if not often misleading, I would beg leave to recommend that a more complete and definite course of study be issued at an early date. In the programme now used the work in arithmetic for the first and second classes is thus defined :—First Class, numeration and notation

1,000, addition and subtraction ; Second Class, numeration and notation to 1,000,000, multiplication and division. Similarly the course in grammar and composition is thus laid down :—First Class, oral and written exercises in language ; Second Class, oral and written exercises in language. Needless to say that this indefiniteness in specifying the work to be done, especially in the earlier stages, has been a great drawback to the progress of many schools. Teachers have faithfully followed the programme and have begun with the numeration and notation of abstract numbers, teaching as far as the limit, or beyond it : next, addition and subtraction, still with abstract numbers, were taken up, and long and hard ‘sums’ given, involving mere mechanical drudgery : then, too, with no better guide than this programme afforded, the work for the earlier classes in composition and language has been lamentably deficient, if oftentimes not altogether omitted. This indefiniteness of work is not true of all Separate Schools, nor is it confined to them alone, but it is common to many schools of the Province. What is needed is a full and exact course of study for the several years or grades, accompanied by suggestions for teachers ; such, for example, as that laid down with admirable judgment, for arithmetic and composition, in the syllabus for Model Schools. Many able teachers, skilled in all that belongs to their profession, do not stand in particular need of such a help, but a very large number would, in my opinion, profit greatly by it.

Toronto, December, 1884.

Report of Cornelius Donovan, Esq., M.A., Inspector.—Western Division.

SIR,—I beg leave to submit the following Report on the Roman Catholic Separate Schools in the Western Division of the Province of Ontario, for the year 1884 :—

General Statistics.—During the five working months between the first of May and the first of December, I visited the schools of 175 teachers, distributed among the twenty-one western counties of the Province. In this district there are six cities, eighteen towns, nine villages, and fifty-one rural sections, in which Separate Schools are situated. In nine class-rooms, English and French are both used ; and in fourteen class-rooms, English and German. The total number of registered pupils, 9,100 ; the total in attendance, 3,200. The number of pupils in different classes, are as follows :—

Class I.....	3,536
“ II.....	2,000
“ III.....	2,148
“ IV.....	1,276
“ V and VI.....	140
	9,100

Buildings, Accommodations and Equipments.—In the Division, there are 102 school-houses, containing nearly 200 rooms : about one-half of the buildings are either stone or brick—many of these of a very superior class ; the others are generally good frame buildings—not more than half-a-dozen being altogether unfit for school purposes.

There are few places in which the general accommodation is inadequate to the number of pupils. The facilities for lighting, heating and ventilating are, for the most part, good ; but, through negligence, they are seldom so applied as to give them their due effect : as these are matters that largely affect the state of pupils’ health, they cannot receive too much judicious attention.

The necessary furniture and apparatus—desks, seats, maps and blackboards—are, in the main, well supplied and of good quality : very few still retain the awkward long desk and form, and few are without the requisite number of modern maps. On the whole, the authorities appear to have done their best (and in a highly creditable manner), in the matters of school buildings, accommodations and equipments ; and show an earnest desire to maintain and improve their schools to the full extent of their means. Those who have exhibited marked carelessness in this respect have been duly notified of the fact.

School libraries are established in many of the principal centres, and there is evidence that the number of these useful institutions will increase.

Standing of the Pupils.—In the majority of instances the pupils have exhibited a satisfactory degree of proficiency in the chief branches of ordinary school education, and I have found several classes in which the work done would compare favorably with that of many High Schools. Even in reading, notwithstanding the difficulties caused by the confused state of the text book question, the essential qualities have been well developed. In this report, I refer to the schools collectively, and I am glad to state my inability to charge them with a common remissness in any particular subject of the usual course. The detailed reports to the Education Department indicate the standing of the schools individually.

Domestic Economy and Calisthenics for girls, the former including plain sewing, embroidery, knitting, etc., are taught with great success in several schools, and appear to be rising in favor. Some schools have begun to teach the rudiments of Agricultural Science. In the other special branches, Drawing, Music, Hygiene and Object Lessons, some instruction is given in many schools, but not to a desirable extent. I expect that for the future these subjects will receive general attention, as their value in the practical affairs of life is daily becoming more evident. The knowledge of Christian Doctrine, which the pupils obtained from their Catechisms and the instructions of the clergy, is everywhere highly satisfactory.

The Teachers.—Thirty-three of the teachers are men, and 142 women: as a body, they are earnest, painstaking and competent. The highest salary paid to a man is \$700, to a woman \$400: the averages are respectively \$500 and \$275. From this it will be seen that, in the matter of remuneration, they are on an equal footing with their fellow-laborers of the Public Schools; but, like the latter, they have to regret the too frequent occurrence of low salaries. It is true that, in most cases, School Boards pay all that they can afford; yet, there are some who can do better, especially those who advertise for teachers to "state salary expected." Advertising in this way is virtually calling for "tenders;" and in order to classify the art of teaching with the science of road-making or jail-building, it is only required to add: "The lowest or any tender not necessarily accepted." I sincerely hope that this practice will not spread, because, in my opinion, it tends strongly to creating an inferior class of teachers, and consequently lowering the standard of the schools.

Miscellaneous Suggestions.—(1) The selection of a certain number of lessons in the Separate School Fourth Reader for the Literary Examination for entrance to High Schools; (2) the restoration of the fund for assisting in the establishment of School Libraries; (3) the formation of Separate School Teachers' Associations wherever practicable; (4) uniform examinations regularly held on the same day in each school throughout the Inspectorate.

Concluding Remarks.—On a general view of the situation, the friends and supporters of the Roman Catholic Separate Schools have reason to feel proud of their system: it was founded under difficulties that would have prevented the existence of many others and it has been maintained amid trials that would have caused others to perish. When we consider the struggles sustained, in years gone by, for rights and privileges and how very few of the schools are to-day in positions of abundant wealth the wonder is—not that the system now rests on a solid foundation, not that the Separate Schools of Ontario are, generally speaking, in a flourishing condition—but that they have *any existence at all*. All honour to the clergy who have bestowed their time their labour and the contents of their slender purses unsparingly, towards establishing maintaining and forwarding their respective schools; all honour to the religious teacher who have been devoting their lives and talents, without any personal remuneration to the noble purpose of a plan of education founded and conducted on Christian principles.

Hamilton, December, 1884.

3.—INDIAN SCHOOL INSPECTION.

1.—*Regulations on the Subject of Indian Schools and their Inspection, approved by the Minister of Education for Ontario, and the Department of Indian Affairs.*

The Department of Indian affairs for the Dominion having expressed a desire to place the Indian Schools in Ontario under the inspection of the Public School Inspectors for the Province, the following regulations have been adopted :—

1. The teachers are required to have a speaking acquaintance with the Indian Language, and are, consequently, likely in most cases to be Indians ; but the instruction should, as soon as practicable and as far as possible, be given in English.

2. Teachers shall receive their certificates from the County or District Boards of Examiners, who shall be granted discretionary powers as to the attainments required ; it will be found, however, for some time to come, that the standard of " High School Entrance " will be quite as high as is attainable.

3. The subjects of study in these schools need not at present embrace more than the following, viz :—reading, writing, object lessons, elementary drawing (from cards), elementary arithmetic (the four simple rules), elementary geography (the maps of the World and Dominion of Canada), spelling and grammar (formation and analysis of simple sentences).

4. The Indian Department will furnish all text-books and apparatus for use in the schools.

5. The schools shall be placed under the inspectoral supervision of the County Inspectors in conjunction with the Indian Agent, who shall together also have a controlling influence in the selection of teachers, except in the case of schools as are established by any religious denomination under the Regulations of the Department of Indian Affairs, and in such schools the selection of teachers shall continue to be made as heretofore ; but each of the Inspectors shall state, in his reports of inspection, his opinion on the competency of the teacher of each denominational Indian School inspected by him.

A fee of six dollars (\$6) per visit shall be paid the Inspector, and legitimate travelling expenses allowed, for two visits per annum.

April 19th, 1884.

Schedule of Denominational Indian Schools, as reported by the Indian Department.

CHURCH OF ENGLAND.

Lower Muncey.

Mohawk Institute.

Mud Lake.

Oneida, No. 2.

Walpole Island, No. 1.

Tyendinaga, No. 2.

Shingwauk Home.

Wawanosh Home.

Garden River.

Eight Schools on the Six Nations' Reserve, viz. : Nos. 2, 3, 5, 6, 7, 8, 9 and 10.

ROMAN CATHOLIC CHURCH.

Fort William (Boys).

do (Girls).

Wikwemikong Industrial Institute (Boys).

do do (Girls).

Red Rock.

Wikwemikongsing.

Buywaks.

Sheguiandah.

West Bay.
Sheshegewaning.
Serpent River.
White Fish Lake.
Sagamonk.
South Bay.
Mississauga.
Mattawa.
Garden River.
Cornwall Island.

METHODIST CHURCH OF CANADA.

Alderville.
Hiawatha.
Georgina Island.
Rama.
Christian Island.
Saugeen.
Stone Ridge.
Red Line.
Oneida, No. 1.
St. Clair.
Stony Point.
Walpole Island, No. 2.
Cornwall Island.
Mount Elgin Industrial Institution.

Schedule of Indian Reserves in Ontario.

RESERVE.	NAME OF INSPECTOR.	RESIDENCE.
Tyendinaga	John Johnston	Belleville.
Alnwick	Edward Scarlett	Cobourg.
Rice Lake	James C. Brown	Norwood.
Mud Lake	do	do
Snake Island	David Fotheringham	Aurora.
Rama	James McBrien	Myrtle.
Saugeen	W. S. Clendening	Walkerton.
Cape Croker	do	do
Christian Island	Peter MacLean	Milton.
Manitoulin Island	do	do
Tuscarora	M. J. Kelly, M.D.	Brantford.
Kettle Point and Sauble	Charles A. Barnes, B.A.	Forest.
Sarnia	John Brebner	Sarnia.
Walpole	do	do
Back Settlement	J. S. Carson	Strathroy.
River School	do	do
Bear Creek	do	do
Moravian	E. B. Harrison	Ridgetown.
(1) Parry Sound	Peter MacLean	Milton.
(2) do	do	do
Shawanaga	do	do
Henvey's Inlet	do	do
Garden River	do	do
Fort William	do	do
Golden Lake	R. G. Scott, B.A.	Pembroke.
Cornwall Island	Alex. McNaughton	Cornwall.

2.—*Extracts from Reports of Public School Inspectors on Indian Schools.*

A. McNAUGHTON, ESQ., INSPECTOR, COUNTY OF STORMONT.

Indian School, Cornwall Island.

I visited the Indian School in connection with the Methodist Church, on Cornwall Island, on the 20th day of June.

The school is under the charge of Miss Catharine Maracle, a young lady of Indian descent, possessing a good English education, having been instructed in the Institution in Brantford, and holding a certificate of qualification for teaching an Indian School. She speaks the Indian language and is therefore capable of explaining everything to her pupils in their own dialect.

The number of pupils present at the time of my visit was five, classified as follows : Third Class, one ; Second Part of First Book, two ; and the remaining two in the Primer.

The pupil in the Third Class was able to read easy sentences, to spell with accuracy ordinary words occurring in the lessons, but had not sufficient command of English to answer questions on the literature of the lesson ; she was also able to recite the multiplication table, and to work examples in the simple rules ; she also wrote from dictation on the blackboard. The other pupils were learning to read and to spell, to acquire a knowledge of the English words in the lessons, the cardinal numbers, and also to write on their slates and on the blackboard.

The school-house is pleasantly situated, spacious, and of elegant appearance, and would be well adapted for the purpose, if completed. At present it is finished externally, and painted but not plastered in the interior. The teacher stated, however, that she and her pupils had not suffered much inconvenience from the cold during last winter. It is furnished with a good coal stove.

The pupils were seated on narrow benches, without desks in front, or support for their backs. Copybooks were exhibited, shewing fair specimens of penmanship ; but for want of desks, facilities for acquiring skill and dexterity in that art were entirely lacking. The number of pupils on the roll was 22.

There were three maps, viz :—British Isles, Canada and New Brunswick ; there was a good supply of text books, but no tablet cards.

The most urgently needed requisites are a teacher's desk, common school desks for about twenty-four pupils, and tablet lesson cards : a map of the Hemispheres, and maps of the Continents should also be procured.

On the same day I visited the Indian School on Cornwall Island, organized in connection with the Roman Catholic Church, under the charge of Miss Annie Baldwin, who holds a letter of recommendation from the Roman Catholic Board of School Commissioners of Montreal. She has been successful in getting her pupils interested in their studies, and imparting to them some knowledge of English. She does not possess a knowledge of the Indian language, and consequently her pupils are compelled to learn everything in English. I found, however, that her pupils had acquired a more ready command of English, than those instructed by a teacher conversant with both languages.

The number of pupils present on the occasion of my visit was fifteen, classified as follows : Third Class, one ; Second Class, two ; and the remainder in the First Class.

The pupils in the Second and Third Classes were capable of working examples in the simple rules and reduction ; to read and spell with a considerable degree of accuracy, and to recite and apply the tables of weights and measures : they also had some knowledge of Geography, being able to point out the principal physical features and boundaries of the continents on a map of the Hemispheres, and also to designate the countries of Europe and North America, and their capitals : they also wrote sentences on the blackboard from dictation. Several of the pupils in the First Class were able to read and spell easy words, to count and add in English, and had made some progress in learning the multiplication table : they were also learning to write.

The school is tolerably well supplied with desks and other conveniences. There is a blackboard, but it is too small. A good supply of books and lesson cards had recently been received, and were found very useful.

I had previously visited the school on the 24th of April, and I found that during the interval the pupils had made very satisfactory progress.

I also visited the school on the 28th of June, on the occasion of the public examination, when the Rev. Father Mainville, the priest in charge of the Indian Mission, and several of the parents and friends of the pupils, attended. Among other proceedings the pupils, led by one of their friends, sang an Indian hymn.

June, 1884.

I again visited the Indian School on Cornwall Island, on the 28th November, and found it in operation under the tuition of Miss Catharine Maracle.

The number of pupils present was seven, one of whom was reading in the Third Book and working examples in simple multiplication ; two were reading in the Second Part of the First Book, spelling words of one syllable, and learning to add numbers ; the remaining four were learning to read in the First Part of the First Book, and to count in English.

Although the pupils have not made great progress, yet considerable improvement was manifested, and particularly more facility evinced in pronouncing and understanding the words of the lessons, and in the use of English.

I found the school-house better furnished ; a teacher's desk and four desks for pupils, each capable of accommodating two, having been procured.

The specimens of writing were carefully executed.

The school in connection with the Roman Catholic Church is without a teacher.

November, 1884.

JOHN JOHNSTON, ESQ., INSPECTOR, SOUTH HASTINGS.

Indian Schools, Mohawk Reserve.

School No. 25, in the eastern end of the Reserve, taught by Miss Pearce, who holds a Third Class Certificate, was thoroughly examined the afternoon of May 8th.

There were present ten white and twenty-two Mohawk pupils. I might here state that in two of the four schools, the whites are allowed to send their children by paying half of the teacher's salary, and other running expenses of the school. Very little of the land is worked by the Indians, nearly all of it being leased for terms of five years to the whites. The Mohawks have built and own all the schools.

This school is built of brick, is comfortable and quite well furnished with blackboard tablets and maps : it is also well and comfortably seated. Since 1871 it has been carefully examined twice each year, a half day being spent at each inspection ; it has generally been well taught, as the whites always took a deep and lively interest in it, and were able to secure the services of a very fair teacher. The school at present is not so efficient as formerly, as the white people or myself have had nothing to do in selecting a teacher.

Recent regulations of the Indian Department at Ottawa require that all the teachers must be of the Church of England faith ; a regulation which has been to the detriment of the schools, as it was impossible for me to get such teachers. The result has been that very inefficient teachers from other parts were obtained ; teachers who have no certificates, and were unacquainted with any good method of teaching.

The scholars in Part I, were only middling in reading. The reading of those in the Second Book was also middling, while the spelling was good. The reading of those in the Third Book was middling ; spelling, middling ; arithmetic, good, and the geography very middling. The order and attention good, and the writing middling.

School No. 3, about five miles west of the former school, and on the old stage road, was examined from 9 to 12, May 19th, in the presence of the Indian Agent, Matthew H.

In this school the whites are allowed to send by paying half the teacher's salary and other expenses: there is a neat frame building built by the Indians a few years ago when the school was efficient, and taught by teachers trained and taught in South Hastings. The school was dirty and the scholars very backward in all the subjects.

The scholars in the Second Book were bad; the reading bad; spelling very bad; no writing; arithmetic bad; and geography very bad. The reading, spelling and arithmetic of those in the Third Book, bad; the writing middling. The writing of the one in the Fourth Book was good, while the arithmetic was bad; the grammar very bad, and the geography middling.

Western Mohawk School, taught by Miss Johnston, who holds no certificate, was examined in the afternoon of May the 19th, in the presence of the Agent, Mr. Hill.

There were thirty scholars present, all Mohawks. The reading of the nine in Part First of the First Book was bad: there were no scholars in Part Second: there were twelve in the Second Book, but the reading was very bad; the spelling, worse; writing, middling; arithmetic, worse than bad, and no geography is taught them. The reading of the nine in the Third Book was very bad; spelling, worse than bad; writing, bad; arithmetic worse, and geography very bad.

This house is a neat frame building, built by the Indians a few years ago.

Mission School was examined July 2nd, in presence of the Agent: it is a good frame building on a nice site: it was built by money collected in England by Chief Sampson Green. This school gets a grant from the New England Company. It is taught by Miss Maracle, who was educated in the Indian School on the Grand River Reserve: she is a Mohawk and is a very fair teacher, considering her opportunities: she had twenty-six present: the room was clean and in good order, and I always found it in this condition.

The reading and spelling of those in Part First, numbering four, was good. Three in Part Second, reading, spelling and writing, good to middling; while the arithmetic was middling. Of the two in the Second Book, the reading was middling; spelling, good to middling; writing, good, but the arithmetic was bad. There were two classes in the Third Book, three in one and six in the other. The reading was middling; spelling, good; writing, good; arithmetic, middling, and geography middling. There were five in the Fourth Class; the writing was good; arithmetic, bad, and the geography middling. At former visits I have found this school in a better state of efficiency, but the teacher told us that she had not been well for some time, and was unable to do the work properly. In the past she has done very good work in the school.

Nos. twenty-five and three I have inspected regularly for the past thirteen years, and they were fairly efficient schools till the past two or three years. At the request of Chief Sampson Green, I examined the other two schools several times previous to this year; but, had not I received the letter and circular from you last May, I did not intend to inspect the Upper Indian School any more, or as long as the present teacher was in charge.

Something must be done to prevent these schools from being placed in charge of such inefficient teachers. It is all right to have them of the same faith as the Indians, but they should be persons who know how to teach all the subjects included, as high as the Fourth Class at any rate. Many of the Mohawks don't know and don't mind what kind of a teacher is in charge.

October, 1884.

JAMES MCBRIEN, ESQ., INSPECTOR, COUNTY OF ONTARIO.

Indian School, Township of Rama.

The equipment of the Indian School in the Township of Rama consists of a map of the world, a twelve-inch globe, a calculator, and books, stationery, slates, and pencils, supplied by the Methodist Missionary Society. The average attendance for the last quarter was $9\frac{1}{2}$. The attendance of the pupils is extremely irregular. They are allowed

to do as they please, as their parents do not attach much value to our education: they think it spoils them for fishing and hunting. The subjects taught are reading, writing, arithmetic and geography. The pupils appear to possess great ability to learn some things, but lack application. They learn to write with great facility. They are quite ingenious in drawing. Their mathematical ability appears to be next to nothing. The school is taught at present by the Rev. Kennedy Creighton, the missionary in charge; he says there will be a regular teacher by the first of July. The schoolhouse is of the most primitive description.

The following are the books used :—

Six Geographies (Cornell's).
 Seven Arithmetics (Kirkland & Scott's)
 Eight Table Cards.
 One Mental Arithmetic (McLellan's).
 One Spelling Book.
 Five sets of Copy Books (Beaty's).
 Fifteen slates, pencils, pens, etc.
 Ten First Books (Canadian Series).
 Twelve Second Books “ “
 Two Third Readers “ “

December, 1884.

DAVID FOTHERINGHAM, ESQ., INSPECTOR, NORTH YORK.

Indian School, Georgina Island.

Respecting the Indian School on Georgina Island, in the Inspectorate of North York, I reached the lake shore opposite at 10 a.m., of the 29th May, but owing to a rise in the wind was unable to reach the island till 2 p.m. I spent the afternoon in the school and paid a friendly visit to the Chief, Charles Big Canoe, in the evening. The following is a copy of my notes :

School House.—Log, twenty-one feet wide, twenty-five feet long and eight feet high : very cold in winter. A new one, frame, to be erected this season by the Indian Department.

Grounds, along side and in rear of Mission Church : not enclosed, but surrounded by woods. Graves in close proximity to school house and church.

Appliances.—Very limited. One small and poor blackboard, a map of the World only, with some old tablets, donated by Trustees of No. 1 Georgina School : some pews from church the only desks, with a few benches for seats, neither comfortable nor suitable : text books furnished by Mission Society of C. Methodist Church, under whose auspices the school is carried on : books in use, the authorized Readers and Gage's.

Subjects Taught.—Reading, writing, arithmetic, and a little grammar and geography, all in English, though the teacher, Robert Mayes, can speak in their own language, Ojibbeway.

Order and Spirit.—All I could desire.

Work.—Reading, creditable, fairly intellizent and with good accent and pronunciation. Writing, superior, both as to being uniform and free. Few schools in North York equal in writing. Intelligence and knowledge of subject read, fair. Characteristic slowness in replies, though not to be complained of under the circumstances. Singing, better than in most public schools, not only in sweetness of voice, but in expression and training.

Having had many enquiries to make of the teacher, I was unable to enter upon other studies at this visit, but trust to a future visit to give better opportunity.

Number of pupils present, ten boys and eleven girls. On the Island, about thirty children and one hundred adults.

The teacher, Mr. Robert Mayes, I found earnest, gentle, firm, intelligent and devoted to his calling. He devotes his time on Sunday to the spiritual improvement of the Indians; as he does through the week to their social, intellectual and moral advancement.

He holds no certificate of qualification, though otherwise seeming well adapted for his work.

Our County Board, after hearing my recommendation that he be advised to attend the Entrance Examination, either in July or December next, agreed to that proposal with the understanding that a certain percentage should not be rigidly exacted.

The house in which the teacher and his family live, is not at all what it should be. I understand, however, that some improvements are in contemplation this summer.

I should recommend that the school be supplied as soon as possible with :

1. Maps of the Continent and Canada.
2. A Globe.
3. Tablet Reading Lessons.
4. A Numeral Frame.
5. A limited number of Object Lessons.
6. Drawing Cards and Hand Book for Teacher.
7. Modern Desks and Seats.

June, 1884.

I again succeeded in reaching the island on the 9th October. I found a new, comfortable and fairly commodious school-house on the same site, but in front of the old one, which will now be used for Council meetings. The desks, blackboards, stove and pipes are also all new, so that few of the Public Schools in North York are more comfortable, though many are larger. The size of this, however, is quite adequate to the number of Indian children—about 30—on the island.

On the day of my visit, 13 boys and 7 girls were present, and acquitted themselves creditably in their studies in all the branches prescribed.

Mr. Robert Mayes, the teacher, as I noticed on the occasion of my former visit, seems to be well adapted for his position, being kind but firm, methodical and laborious. The wonder is with the hitherto very poor accommodation, small remuneration and isolation from associations to which he must have been accustomed, he should be willing to labor so devotedly where he now is. His residence has been undergoing considerable improvement, however, and hardships in that way will be reduced.

December, 1884.

M. J. KELLY, ESQ., M.D., INSPECTOR, COUNTY OF BRANT.

Indian Schools, Township of Tuscarora.

These Indian Schools are not all under the same management. One, known as the "Thomas School," one and a half miles from the Council House, is a Band School, *i.e.*, under the sole control of the Council of the Six Nations: three others, viz., the "Red Line" School, the "Stone Ridge" School, and the "New Credit" School, near Hagersville, seem to be under the management of the Wesleyan Conference; while the remaining eight are known as "Board" Schools, being managed by a Board appointed in 1878, and consisting of three Indian Chiefs, the two Church of England Missionaries resident on the Reserve, the Superintendent of the Mohawk Institute near Brantford, and the Superintendent of Indian Affairs in this vicinity, *ex-officio*. For four years the New England Company, of which I shall presently have something to say, contributed to the support of those eight schools, \$1,500 per annum. In 1882 this grant was reduced to \$1,000 per annum. The Six Nations Council contributed for the same purpose \$1,500, and the

Indian Department at Ottawa, \$400 per annum. Teachers' salaries are uniform over the whole Reserve, one school excepted; male and female, without distinction, receiving \$250 per annum. The average attendance at the schools, and the standard of attainments of pupils, as reported by the Board last year, were good and improving. As the New England Company has done so much here and elsewhere, for the moral and intellectual elevation of the Indian tribes of North America, a brief sketch of its history may not be amiss in this preliminary report. The Company was first established by the Long Parliament, in 1649. The first Pilgrim Fathers reached America in the "May Flower" in 1620. The celebrated John Eliot followed in 1631. Through the work of Eliot, and the publication of his eleven tracts, the wants of the North American Indians became known in England. The result was the original establishment of the company now known as the "New England Company." Long distinguished as "the Apostle of the North American Red Men," this zealous missionary was a graduate of the University of Cambridge, and commenced life as a schoolmaster. On the flight of Hooker, the head master of the school in which he was assistant, Eliot, who was also of the Puritan way of thinking, sailed with Governor Winthrop's family and other emigrants for Boston, where he at once entered upon the work to which he devoted his life.

The Royal Charter for establishing the Colony had declared that: "To win over and incite the natives of that country to the knowledge and obedience of the only true God and Saviour of mankind, and the Christian Faith, in our royal intention, and the adventurers' free profession, is the principal end of the Plantation." The Colonial Seal, too, represented an Indian with a label in his mouth, inscribed, "Come over and help us." Having acquired a knowledge of their language, Eliot procured the establishment of schools, to which he induced the Indians to send their children. To aid him in his work he wrote his eleven tracts, in which he appealed with much force to the liberality of Christian people in England, and which led to the formation of the New England Company. The quaint wording of these tracts, as shown in their headings, is characteristic of the period. I transcribe some of the shorter headings. Tract II.—"The Day breaking, if not the Sun rising of the Gospel with the Indians in New England. London, 1647." Tract III.—"The clear Sunshine of the Gospel breaking forth upon the Indians of New England. Thos. Shepard, London, 1648." Tract IV.—"The glorious prayers of the Gospel amongst the Indians in New England. Edward Winslow, London, 1649." Nearly £12,000 stg., were forthwith collected by voluntary subscriptions throughout England and Wales, and out of this £11,430 were expended in the purchase of landed property at Eviswell, in Suffolk; a farm at Plumstead, in Kent, as well as several houses in London.

The Corporation at home at once appointed Commissioners and a Treasurer in New England, who, with the income transmitted them by the authorities in England, paid itinerant missionaries and school teachers amongst the natives.

At the Restoration, (1660), the Corporation created by the Long Parliament became defunct: for a while the income ceased; but by the influence of "the excellent Robert Boyle," son of the Earl of Cork, and one of the founders of the Royal Society, an order of Charles II, in Council, was obtained, 10th April, 1661, for a new Charter of Incorporation, vesting in the Company then created (and now subsisting), the property which had been given or bought for the purposes of the late Corporation. Robert Boyle was the first Governor of the Company, which included, among other noblemen, the famous Lord Chancellor Clarendon. In 1822 the Company transferred its operations from New Brunswick to other parts of British America, and has since established stations at various times and places, one of the most important being among the Mohawks and other Six Nation Indians settled on the banks of the Grand River, between Brantford and Lake Erie. In the year 1823, after a preliminary investigation on their behalf by the Rev. John West, and with the concurrence of Captain Joseph Brant, the New England Company adopted resolutions respecting the placing fit persons, either individually or in mission families, at eligible stations in those parts of America in which the trusts of the Company could be carried on. Accordingly, the Company, in concurrence with Captain Joseph Brant, and with his assistance as a sort of lay agent, before 1827 commenced operations under the Rev. William Hough, as its first missionary, on the Grand River, and built two school houses near the Mohawk Village (about one and a half miles from Brantford), as well as

parsonage for the church there. This church possesses the Communion plate and Bible presented by Queen Anne to the Indian Church in the Mohawk Valley, which the Indians had been obliged to abandon. The Rev. Robert Luggar, succeeded the Rev. Wm. Hough, a Missionary, in 1827, and was, in turn, himself succeeded, ten years afterwards, by Archdeacon Nelles, who still officiates at the Mohawk Church every Sunday, having as the principal part of his congregation, the boys and girls of the Mohawk Institute. The first grant of the New England Company for Indian School purposes, was made to Captain John Brant, son of the great chief, in 1822; this was for the erection of the two school-houses before referred to. In 1832, at the time of Captain John Brant's death, the New England Company supported seven schools on the Reserve. In 1830 the "Mohawk" Institute was established for teaching handicraft trades: in 1833 it became a boarding-school for ten boys and ten girls: rebuilt in 1859, it was subsequently enlarged, and it has for many years accommodated forty-five boys and forty-five girls, who are all boarded, lodged, clothed and educated, free of charge. The Institution is entirely supported by the funds of the Company, the net cost of each pupil annually being about \$60. Attached to the Institute is a farm of 250 acres, and adjoining it the glebe belonging to the Mohawk Church, all of which is Indian land held under a conditional tenure. There are in the Institute two teachers with the Superintendent, all of whom reside in the building. The boys and girls in relays receive instruction in the literary classes for two days, and work the third.

I paid my first visit to the schools on the Reserve, the 3rd of June, being accompanied by Mr. Ashton, the Superintendent of the Mohawk Institute; examining in the forenoon "Thomas's" School, where we found the Indian Commissioner, and Mr. Allan Mcleghorn of Brantford, awaiting us. Thirty-two pupils' names on the roll; twenty-one pupils present, of whom two were white. Teacher, John Miller (white), teaching on an expired Third Class Certificate. Pupils, arranged in three classes, First, Second and Third, were examined in reading, spelling, arithmetic and geography; doing fairly, though much inferior to white children of same grades in our Public Schools. House, frame, badly furnished; floor dirty; no trees or water-closets on grounds. Globe, small, and numeral frames needed, also maps of World, Canada and States, ink and pens, crayons, blackboard, reading-books and desks. At noon, met with the Chiefs of the Six Nations in Council House where they had assembled, and explained to them my mission on the Reserve. In the afternoon, visited the "Red Line" School, under the W. M. Conference: found enrolled twenty-six pupils; present, nine. Teacher, Miss Annie Cross, an intelligent young lady, daughter of the resident Missionary, holding a recommendation for certificate from the Rev. Dr. Burns, Principal of the Young Ladies College, Hamilton. The pupils were all in the First Class, and knew very little of the work even of that class. The house is a small frame one, and the furniture is nearly *nil*: desks are arranged around the walls, in which hang maps of the World and Ontario: there is no school yard. This school needs a small Globe, a numeral frame, tablets, blackboard, map of Dominion, new desks, and walls plastered and whitewashed.

June 9th, with Mr. Ashton, visited Board School No. 3, ten miles from Brantford: a frame school-house painted white: neat grounds, half an acre, out-houses and some trees. Found here a clock, blackboard, maps of the Dominion and hemispheres, zoological chart, Ten Commandments, time and limit tables, good desks and seats. Rev. D. J. Caswell, B.D., Anglican Missionary, and Chiefs Moses, Martin and John Hill, were present during the examination. Thirty-one children present, arranged in five classes, and for the most part, fairly well dressed. Teacher, Sarah Davis (Indian), who passed the entrance examination four years ago. Children were examined in reading, dictation, writing, arithmetic, very elementary grammar and geography, and did fairly well. In the afternoon visited Board School No. 7: David Hill (Indian), teacher: house, log, lapboarded; ground enclosed by wire fence; no trees: desks etc., same as in No. 3. Same visitors present, with a considerable addition of females. Thirty-three children present in four classes. Examination of much the same character as in No. 3.

June 12th, visited Board School No. 10. Peter Martin (Indian), teacher. Same visitors as on the 9th June, with the addition of the Indian Commissioner, Lieut.-Col. Hilkison, and Rev. Mr. Anthony, (Indian). The school-house, a neat brick structure, was

erected last year. It has a double porch with separate entrances for boys and girls ; a neat bell-tower, and in the front is placed a marble slab inscribed, "Six Nations S. S., No. 10, 1883:" the foundation is stone, and the cost of the building was \$1,000. The school-room is furnished with double desks, a raised platform with teacher's desk, cupboards, a large slate blackboard, seven by three feet, with chalk troughs etc. The house is situated in a pleasant grove, and there are two good water-closets. Within the school-room are a nice clock, small globe, numeral frame, natural history cards, maps of the World and Canada, and a zoological chart. Number of pupils present, forty-one, in five classes. The examination showed this the best school I inspected on the Reserve.

In the afternoon (an excessively hot one), paid a visit to the "Stone Ridge" School, under C. M. Conference. A log house without grounds and water-closets. The teacher, a son of the Rev. Mr. Cross, C. W. Methodist Missionary, was absent. The children had been apparently trying to scrub the floor, but on our approach (there was a train of four or five buggies and democrats), they hastily decamped. Everything here was of the most premature sort: forms around the walls, no desks: floor broken in several places: a raised platform for the teacher, about three feet above the floor and railed in: on the walls a map of the World and the Ten Commandments. Though the "school-master was abroad," there was little evidence of "sweetness and light" in the school.

On the 13th of June, the Board School No. 5, on the township of Oneida boundary, was visited: new frame building, large and airy, well furnished. Miss Bella Latham (white), teacher. Nineteen children present in five classes, one only in the Fourth and in the Fifth Classes; result of the examination, middling. It was impossible to reach any other school that day.

June 20th, examined in the morning, Board School No. 2, near the Council House. Miss Floretta Marakle (Indian), teacher; an active, painstaking and energetic manager of a school. Brown frame house, plastered and whitewashed inside: grounds enclosed by a wire fence: good outhouses: no trees: good clock, maps etc.: floor clean: everything in good order. Thirty-five pupils present, arranged in five classes, one in the Fifth and five in the Fourth. Reading, dictation, arithmetic and grammar, satisfactory; order good. Two Chiefs and Mrs. Elliot and Miss Ray, present. Afternoon of same day examined Board School No. 8. Frame house in a pleasant pine grove, opposite Kauyaga Church, (Episcopal), Miss Maggie Davis (Indian), teacher; passed entrance examination a year ago last Christmas. Inside, plastered walls quite white; floor very clean; porch large; clock, small globe, etc., in good order. Twenty pupils present, in four classes proficiency fair.

June 23rd, in company with Mr. Ashton, and the Indian Commissioner, I visited the New Credit school (under Band and C. W. Conference), of the Mississaugas, an Ojibbeway tribe. This school is about twenty miles from Brantford, and as the morning was extremely warm, we were late in reaching our destination. The land, nearly all the way from Brantford—a mile or so of a low sand level on the Reserve excepted—is a fine clay loam. Six miles south of the city, at Burch's Corners, you turn to the east and the road is straight thence all the way. About two and a half miles from the town on the Cockshut road, the Tuscarora boundary is reached, when you pass through the very garden of the Reserve. Such wheat fields, hay fields, and spring crops as lined the road on either hand, one does not often see. The Reserve of 44,000 acres held by the Indian in Tuscarora is, for the most part the very best of land, much of it being of alluvial formation, generally level, but shorn of its primeval forest trees, the bush having now a frowsy, scrubby appearance. The Commissioner has for years done his best to prevent the destruction of the forest, but the cupidity of the white man and the need of the Indian have been too strong for him. Scarcely a tree is to be found anywhere along the roads for shade or shelter, and wells are almost unknown. The highways are nearly impassable—indeed, altogether, I believe in the Spring and Fall—and are everywhere seamed with deep ruts. Food for horses as well as men must be taken along.

The New Credit school is supplied by the Band, i.e., the Mississauga tribe, which makes it a grant of \$300 per annum, and this is supplemented by a grant of \$50 from the Indian Department. The teacher in charge is Mr. John Scott (white), who holds permit from the Indian Office, Ottawa: his salary is \$350. The house is frame, twenty

by thirty feet with porch : grounds are not inclosed. The school room is not in a satisfactory state ; the desks are poor, the floor broken, plaster off walls ; needs an entirely new equipment. Fourteen pupils present, in four classes ; proficiency middling. Doctor Peter Jones, of Hagersville, Chief of the tribe, and son of the late Rev. Peter Jones, of Brantford, was present during the examination.

Afternoon, examined "Board" School No. 9. Claybourn Russell (Indian), teacher. Small frame school-house with porch ; equipment the same as in other Board Schools ; grounds enclosed with wire fence ; no trees ; access to the grounds in all the "Board" Schools is by stile and not by gate. All the houses are furnished with large bells. Twenty-eight children were present, clean and neat in dress and appearance. Many visitors of both sexes. Five classes examined with fair results.

In my opinion the schools known as "Board" on the Tuscarora Reserve, have better equipment, are under better management, and are doing better work than the others. This is due, no doubt, to the interest taken in them by the members of the Board, and especially by the Commissioner and the Superintendent of the Mohawk Institute. It would be well if all the schools were placed under the same management. As to the supply of teachers, I think the Indian youth, trained in the Mohawk Institute, ought to have the preference : after passing the Entrance examination they might be trained for three or five months in the art of teaching, under the direction of the Superintendent of the Mohawk Institute, and for this extra work the Indian Department might reasonably be asked to pay a small amount.

August, 1884.

W. S. CLENDENING, ESQ., INSPECTOR, EAST BRUCE.

Indian Schools, Saugeen Reserve, with Cape Croker.]

First visit.—There are three schools in the Saugeen Reserve, known as (1) Indian Village, (2) French Bay, and (3) Scotch Settlement. The school-houses in the two latter localities are excellent, and in the former, fair.

In 1st, Margaretta Spence, teacher, holds a Third Class, and is learning the Indian language : there was no privy or play-ground.

In 2nd, Alexander Madwayosh, teacher, is an Indian, and holds a District Certificate granted at Collingwood : he has only been here about two weeks, and being ill at the time of inspection, his classes were not examined.

In 3rd, Maggie Robertson, teacher, holds a Third Class certificate.

In the two schools examined, I found 18 scholars in Part I, 2 in Part II, 5 in the Second, 4 in the Third, and 1 in the Fourth Class. I found the classes too far advanced, and the amount gone over not thoroughly prepared.

I would recommend a numeral frame for each school, also the maps of The World and Canada. The schools were inspected on June 17th and 18th.

August, 1884.

I visited Saugeen Reserve again on November 18th and 19th, and Cape Croker, October 28th and 29th.

I noticed considerable improvement at Saugeen on the occasion of my second visit, and was pleased to see that some new maps had been provided. I found 15 scholars in each of two schools, and 26 in another. One is a Missionary school, and the teacher holds Third Class Certificate ; and one of the other schools is also taught by a Third Class teacher, the other by an Indian.

At Cape Croker I found 7 scholars in one school, and 18 in another. The teacher of the third school was absent at the time I visited the Reserve : one teacher is young lady of entrance standing, the other two were Indians.

Two Indians from Cape Croker, and one from Saugeen, attended an examination at Wiarton, and certificates have been granted them by the County Board. The teacher who was absent from his school failed badly at the examination, and he is unfortunately too fond of spirituous liquors: the other Indian is doing good work in his school. I found scholars as far advanced as the Fourth Class, but it was a mistake, as they were quite unfit.

December, 1884.

JOHN DEARNESS, ESQ., INSPECTOR, EAST MIDDLESEX.

Indian Schools, Oneida Reservation.

ONEIDA No. 1.—Teacher, Miss Mary E. Beatty (white).

Success.—She takes much interest in her work; adopts some good methods. She seemed to lend an attentive and willing ear to all my suggestions for the improvement of her school, or of her methods of teaching or government.

Order.—Middling, while I was present. She says her pupils take advantage of a visitor's presence. Her inability to address them in their native language makes it more difficult for her to arrest their attention and to reprove them for disorder.

Salary.—Her salary is \$250. She thinks if the Indians were required to contribute to a part of the salary, they would take more interest in the school and try to send their children more regularly.

Pupils.—Fifty-six registered; average for last quarter, twenty-nine; nineteen present on the 26th: they are irregular and tardy. Although 9 a.m. is the hour of opening school is usually not called until a quarter or half-hour past nine a.m.

Subjects of Study.—They are fairly proficient in writing, drawing and spelling. I advised more teaching of oral and written English composition. In many cases I find them reading sentences meaningless to them.

School House.—A neat small frame building, poorly seated with long wooden benches only four of which have desks. The house needs "banking up" before winter. The blackboard needs blackwashing. The only apparatus in the school is a map of The World. It needs a map of the Dominion of Canada and a small globe. The younger pupils ought to be supplied with slates—say two or three dozen.

ONEIDA, No. 2.—Teacher, John T. Scuyler, Indian.

Certificate.—He promised to write at the H. S. Entrance Examination: he was educated at the Mohawk Institute.

Success.—Methods, crude; management and order, fairly good: I think he will be much benefited by my suggestions to him concerning the importance and methods of teaching the children to speak English.

Salary.—\$200: \$50 from the natives, and \$150 from the English Church Missionary Society. If Mr. Scuyler were to prepare to pass the examination, and improve his methods of teaching, I would recommend the Indian Department to make a grant of \$50 a year to the school.

Pupils.—Registered, 43; average, 25; 14 present on the 27th inst.

Order.—Good, pupils not well supplied with text-books.

School-house.—A good building, poorly seated. No maps or other apparatus.

ONEIDA, No. 3.—Teacher, Elijah Sickles, Indian. Educated at the Mohawk Institution, bears thence most excellent testimonials. He promised to write at the H. S. Entrance Examination.

Success.—I can highly recommend Mr. Sickles and his school to the Department. I have seldom met a teacher more earnest and zealous than Mr. S: he maintains good order, teaches with energy, and listens eagerly to every suggestion.

Salary.—The Department pays him \$106, and the patrons of his school paid him last year \$120; the year before, \$144. \$250 a year is not enough for such a teacher as Mr. Sickles.

School-house.—Good frame building costing \$1,200. It was built by Mr. Sickles; he was not only the carpenter, but chiefly instrumental in collecting the means to build it: there is yet a debt of \$200 on it for which he is personally responsible. I would be glad to hear that the Department could assist in paying the debt.

Apparatus.—A blackboard, map of The World, small globe and three or four dozen slates are needed.

* July, 1884.

J. S. CARSON, ESQ., INSPECTOR, WEST MIDDLESEX.

Indian School, Township of Caradoc.

First visit.—The Mount Elgin Institution seems to bear a relation to the other Indian schools, somewhat similar to that of our High to our Public Schools.

The room for teaching is not well furnished, the desks are neither adapted to the size nor the comfort of the pupils, and the interior is wanting in that bright cheery appearance so congenial to both teacher and pupils: a little painting, whitewashing and a few pictures, with the necessary maps, would remove the objection.

Thirty-six pupils were present, and I was informed others were working on the farm in the house: during my visit, attention was paid to the character of the teaching in order that I might estimate the probable progress of the pupils under existing circumstances: the grand difficulty is to reach the pupils' minds through the English language. The teacher holds a third class certificate, and appears to be energetic and painstaking. In my opinion he does not possess the requisite skill and tact to teach this school well: there should be in charge one of our best second class teachers; his selection should be made with special reference to the requirements of the institution. If the teachers of the other schools are to be trained here, it is of the first importance that the teaching, discipline and management be of a high order: these can only be secured by the employment of a thoroughly competent instructor.

The schools taught by Messrs. Fisher, Henry, Timothy and Miss Scott are so much alike that one description would do for all. I may remark that Mr. Timothy was absent the day of my visit, and his wife had charge.

The children read and spell words, but have not the slightest acquaintance with their meaning and use: there is no systematic attempt to teach English, nor will there be, till the teachers see their work from a different standpoint. To infuse life and energy into these schools will demand time, thought and exertion: the teachers need training, and the children should be made to attend with some measure of regularity.

I intend to have a meeting of the teachers, and spend one or more days with them in visiting the lowest rooms of the Strathroy school. I may add, there should be in each room a map of the World, one of Ontario, also tablet lessons, plenty of blackboard, and a general frame.

The following table gives the attendance at each school on the day of inspection.

Joseph Fisher's	16 pupils.
John Henry's	20 "
Chas. Timothy's	9 "
Mary J. Scott's	2 "

I would recommend that some of the most promising children be selected and trained, in a view of becoming teachers either at the Institution, or, better, at some of our best Public Schools: with such an incentive they would work with pleasure and be fairly prepared to teach the elementary branches.

June, 1884.

Second visit.—The school-houses, which are not at all as comfortable as those used for Public School purposes, are not so bad as one would expect under the circumstances. With one exception—the Church of England School house—they provide reasonable shelter from cold and wet. A small expenditure on each would make them better than many houses in back settlements.

In most cases there is lack of blackboard accommodation. I do not think the present teachers feel the want as keenly as if they were better qualified for teaching. The desks and seats are of a rude pattern; still, for an Indian child, it is possible they may appear the perfection of comfort. There are some maps, but very little use is made of them; some schools have numeral frames.

The teachers are the same as those in charge when my first visit was made. With the exception of Mr. Whiting, teacher in the Mount Elgin Institution, none of them hold a certificate. I am of opinion it would be useless to ask them to prepare for passing even the entrance examination to a High School. Some of the teachers talk of resigning; if they carry out their intention, it may not be difficult to fill their places with Indians who are qualified under the regulations. It is almost needless to remark, a change for the better is very desirable.

The attendance is small, sixteen pupils being the largest number present in any of the schools on the day of inspection. In the Institution there were twenty-eight, besides a large class doing work on the farm.

In reference to the teaching, it is fair in the Institution, and very inferior in all the other schools. Reading, writing, spelling and arithmetic are attempted. For the most part, the Indian tongue is used in the play-ground, and by the teacher to give explanation. It is not unusual to find pupils who can spell and recognize words, without the slightest idea of what they mean. The writing is middling, but the arithmetic is very low indeed. In one of the schools, I found two pupils who could do addition well, and were reading the Third Book. There is a pressing necessity for better teachers for these children.

The school in the Institution is soon to undergo extensive repairs; to this school we must look for the teachers who will succeed those on the Reserve. This summer two passed entrance to the High School, and at the Christmas Examination others may succeed. If these would spend a few weeks in a good Public School under the instruction of teachers, they would suit very well to take charge of the schools on the Reserve.

Early next year I propose having a conference with the Indian Agent, Mr. Gordon, and the leading Indians, to determine what can be done, if anything, to promote the progress of these schools. The question is perplexing me, and unless improvement can be made, I fear the money paid for inspection cannot be considered a wise expenditure. I am anxious to learn to what extent the Department is likely to be influenced by my suggestions regarding these schools. I especially desire better teachers, and hope there may be other means to gratify them.

December, 1884.

E. B. HARRISON, ESQ., INSPECTOR, EAST KENT.

Moravian Indian Reserve.

The Moravian Indian Reserve was visited by me on the 20th May, I found two schools established there for the education of Indian children.

The one on the Mission Farm at the river, is under the auspices of the Moravian Church, and has been in operation (so I am informed), for a period of upwards of nine years; it was formerly located at a short distance from the present site, and in the Moraviantown, on the north side of the river Thames. The number of pupils, whose names are entered on the Register, and during the current year, is twenty-two; average attendance during the winter quarter was fourteen; but as it is not mentioned in the list of the Denominational Indian Schools, as reported by the Indian Department, I presume it was not the intention of the said Department that it should be inspected; consequently it was not inspected by me.

The other school is situated at a distance of about one mile from the former school, and in the centre of the Reserve, and as the Reserve is two miles square, all the children can attend without any difficulty, so far as relates to distance. I visited it on the day hereinbefore mentioned, viz., 20th inst., and now present the following particulars. The name of the teacher is Daniel Edwards: he is forty-two years of age: he formerly held an Old County Board Second Class Teacher's Certificate, and taught in a satisfactory manner in this county during a period of seven years, in the Public Schools: he was compelled by ill-health to abstain from teaching for a few years: after recovering his health he was placed in this school as teacher, and has occupied this position for upwards of five years: he has not a speaking acquaintance with the Indian language, but is able to make himself understood by the children through the medium of the elder pupils, who generally understand the English language sufficiently well to know what the teacher says; and also by his own knowledge of Indian words and phrases, acquired partly from having resided near them before he commenced to teach, and partly during the time he has been with them.

Only a daily Register is kept, and at the end of the quarter forwarded to the Indian Department.

The general condition of the school as to organization is fair; discipline, good; efficiency, middling. A short time previous to my visit, the teacher recommenced his labours, after an illness of about three weeks; this most likely had an effect on the efficiency of the classes.

Object lessons and music are taught; in the latter the pupils are not taught to read music.

The proficiency of the pupils is tested principally by oral examination.

From 1875 to 1883, inclusive, I have visited this school periodically, except on two occasions; once when they had the small-pox in the Reserve; and once when the building was occupied by the Council, my other duties and the bad state of the roads prevented me from making a second attempt. I have never reported to the Indian Department, but have to the chiefs.

Irregular attendance has prevented satisfactory progress on the part of the pupils. The Council should make attendance compulsory during certain months of the year, and enjoin those who would not comply.

At first I endeavoured to obtain the services of a teacher, who could speak the Indian language, but was unable to find one who was otherwise suitable.

The school site contains about an acre of land, and is fenced. There are privies, one for each sex, but they require new doors; the present ones being made from elm lumber, are so warped as to be useless. I have no doubt this matter will be attended to, as I have sent a report to the chief.

Last year a very neat, commodious and comfortable (except the ventilation) school-house was erected: it is a frame building and well painted: the room for cloaks and other garments of the children is large, and the same may be said of the teacher's room. The building is furnished with a sufficient number of excellent desks and seats to accommodate forty pupils: the blackboards are good, but more are required: there are three maps, viz., an old map of the World, a map of the Dominion, published in 1876, and a map of Palestine. They require a new map of the World, a map of North America, and a Numeral Frame. After vacation it would be advisable for the Indian Department to furnish the school with a new series of Readers; those now in use, the old authorized ones, not being suitable. The copy-books purchased at different places by the parents, are in many instances unsuitable; these, with such stationery as is required, should also be provided for them.

The old school-house is now used for a Council Room, and I trust also, for their feasts. There is a log house on the same site for the teacher; but as the present teacher has his own house to live in, it is now occupied by the Janitor.

Proficiency is marked thus :—

1. Excellent. 2. Good. 3. Middling. 4. Inferior. 5. Bad.

QUESTIONS.		ANSWERS.—CLASSES.				
SUBJECT OF INSTRUCTION.		I.	II.	III.	IV.	Total.
	PART I.	PART II.				
Number of Pupils enrolled during 1884, in each class.....	16	17	11	6	1	51
Number of Pupils present during my visit, in each class.....	7	10	2	2	.....	21
Proficiency in Reading.....	3 & 2	3 & 2	3	2	Not present during my visit.	Two pupils included in the 21 were not Indian children, but were not included in the 51, the latter being all Indians
“ Spelling.....			2 & 3	2		
“ Writing.....			{ Slates 2 Books 3	Slates 2 Books 2		
“ Arithmetic.....		{ Counting Numb. 2	Addition 2	Simple Rules. 2		
“ Singing *.....						

* The whole school=2. Articulation, good and distinct.

July, 1884.

C. A. BARNES, ESQ., INSPECTOR, No. 1, LAMBTON.

Indian Schools at Kettle and Stony Points.

The School at Kettle Point is at present conducted by Miss E. Royle, who came from England about nine months ago and has been engaged teaching since February last. As she has no certificate of standing in this country, and as her engagement terminates the 1st of October, I did not think it necessary to ask her to attend the Examinations.

There were nine pupils present at the time of my visit, in the first, second and third classes: the reading in the third class was fair, although somewhat monotonous.

Spelling fair, multiplication tables to nine times, very good.

The writing in all classes was very good, in fact I was very much gratified to find so good.

The supply of copies was somewhat scarce, but the term being so near its close accounts for that being the case, but I have no doubt a supply will be in readiness at the opening of the school after vacation.

Miss Royle also teaches singing and knitting, thus giving variety to her work.

I would suggest that maps of the County of Lambton and the Dominion of Canada should be provided as soon as possible, in order that geography may be taught intelligently.

As soon as the question of Readers is finally settled, I think tablets should also be supplied.

The building at present used as a school is also used for church purposes.

A new church is in course of erection, and when complete, the present building will then be used altogether for school purposes, when I hope a larger supply of blackboard will also be provided.

The school at Stony Point is also kept in the Church, and is conducted by Mr. Moses Waucosh: the number of pupils present was six: the supply of ink and pens was very limited, but I was informed afterwards by the Rev. Mr. White that Mr. Waucosh could have had these by asking for them, as he (Mr. White) keeps a supply of school requisites on hand.

Reading, spelling, arithmetic, geography, grammar and writing are taught, but in all these subjects the knowledge is exceedingly limited.

August, 1884.

JOHN BREBNER, ESQ., INSPECTOR, WEST LAMBTON.

Indian Schools on Walpole Island, and Sarnia Reserve.

First visit.—No. 1, WALPOLE ISLAND.—Wm. Peters (Indian), teacher. Has only taught eight days, the former teacher having gone to Saugeen Reserve.

Attendance.—Thirteen boys and twelve girls.

Senior Second Book, two boys and one girl; reading indistinct and without proper pauses, know the words; spelling, very good; writing very good; arithmetic, simple rules, well done.

Junior 2nd, one boy; reading indistinct, knows the words fairly; spelling only middling; writing fair; arithmetic poor.

Part 2nd, 1st book, two boys and one girl; reading better than in 2nd, utterance more distinct, and more attention to pauses; spelling, good; writing, good; arithmetic, addition and subtraction, good.

First Part, three boys; reading, fair; spelling, good; printing, good. All the other pupils only learning the alphabet.

Teacher appears energetic and anxious to do well: he got his education at the Mount Elgin Institute, but has passed no examination.

Equipment.—Good school-house, fairly furnished with pine desks, etc., map of the World, Ten Commandments and the Lord's Prayer on tablets, black-board too small, numeral frame.

Requisites.—First Book tablets, chalk (I have sent a box of crayons), and hope the former will be provided as soon as possible.

No. 2, WALPOLE ISLAND.—Rev. William Stroud, teacher, First Class certificate.

Attendance.—Nine boys and two girls, also three daughters of the teacher, (not reported.)

Third Book, one boy; reading, middling, monotonous; spelling, good; writing, not very good; arithmetic, simple rules, fair.

Second Book, two girls, one boy; reading, indistinct, know the words; spelling, not very good; writing, fair; arithmetic, addition and subtraction, not well done.

Second Part First Book, three boys; reading, good but indistinct, can pronounce the words, but I doubt if they *know* the meanings; spelling, poor; writing, good; arithmetic, middling.

First Part, four boys; reading, fair (simultaneous); writing, very good; arithmetic mental, fair.

Equipment.—Good school-house, seated with pine desks, map of the World, tablets, numeral frame and a small black board.

July, 1884.

Second visit.—WALPOLE ISLAND, No. 2.—William Peters (Indian), teacher. Visited October 29th, 10 to 12.30. Fifteen boys and fifteen girls present.

Too little blackboard : slate pencils needed.

First Part, First Book, eight boys and twelve girls ; many just beginning to read, but a few read middling and spell on books well ; no writing except figures ; some fair printing ; arithmetic, only a little mental.

Second Part, First Book, six boys and two girls ; reading fair ; spelling good ; arithmetic good, only two failing to get all the examples correct ; writing good.

Second Book, one boy and one girl ; reading, middling ; spelling by boy, good, by girl, poor (very nervous) ; all examples in arithmetic correct ; writing, good ; geography, bad.

Since my last visit this school has sent three boys and one girl to the Shingwauk Home, and three boys and three girls to the Mount Elgin Institute ; so that there is now no Third Class left in the school.

WALPOLE ISLAND, No. 1.—Rev. Wm. Stout (White) teacher. Visited October 29th, 1.30 to 3.30. Owing to the prevalence of a troublesome skin disease, only three Indian children were present, (lowest hitherto, six,) besides these there were six white children, two boys and four girls ; three of the latter being Mr. Stout's own, the others coming from the saw mill.

Second Part, First Book, two boys. Reading good, distinct ; spelling good ; arithmetic (addition) bad ; writing, very good.

Second Book class, one girl. Reading good, except slight lisp ; spelling, very good ; arithmetic (addition and subtraction) only middling ; writing not so good. Pupil often absent.

School-house fairly furnished : more blackboard needed.

White children.—Fourth Class. One girl, reading, poor ; spelling, not good ; writing, fair ; arithmetic, fair ; grammar, only begun : should be in the Third Class.

Third Class, one boy and two girls. Reading, good ; spelling, good ; grammar, very good ; did not examine in arithmetic ; writing, very good.

Second Class, one girl. Reading, middling ; spelling, good ; arithmetic, fair.

First Class, one boy. Reading, good ; spelling, good ; arithmetic, none.

SARNIA RESERVE (St. Clair). Andrew Jacobs (Indian,) teacher. Visited November 19th, 10 to 12. Present, twelve boys and fourteen girls.

First Part, First Book. Alphabet, three boys and one girl. Reading, five boys and ten girls, read fairly, but indistinctly ; children appear to understand what they read, and can spell on the book ; no arithmetic has yet been taught them, indeed they can scarcely count a dozen.

Second Part, First Book, three boys and two girls. In reading, know all the words, but name them monotonously and without expression ; spelling, good ; arithmetic (addition and subtraction) done correctly ; writing good.

Second Class. One boy, reads distinctly, spells well : does multiplication fairly ; writing, good.

Third Class. One girl, reading good, understands what is read pretty well ; spelling, good ; arithmetic, poor ; writing, very good ; geography, poor ; grammar none.

Pupils now attending, 11, 12 and 14 years of age. Some have gone to Shingwauk and Mount Elgin Institutes, but exactly how many Mr. Jacobs could not tell.

The furniture in this school is poor and not well arranged : too little blackboard, which is too little used : school-house not plastered, only lined with matched stuff, must be cold now.

I think some pressure could be brought to bear on Indian pupils in connection with their annuities to secure more regular and punctual attendance. A minimum number of days for each half-year might be fixed, and some rewards or prizes given for continuous punctual attendance, while a prospective deduction for irregular or tardy attendance might stimulate the careless.

SARNIA RESERVE.—Andrew Jacobs (Indian), teacher. No certificate.

Attendance.—Eleven boys and fifteen girls.

First Part, First Book, six boys and fourteen girls ; reading, very indistinct, don't open their teeth enough to let words out ; spelling, none ; writing, fair ; arithmetic, none.

Second Part, First Book, five boys ; reading, fair ; spelling, good ; writing, very good ; arithmetic, middling.

Second Book, none present ; writing in their books good.

Third Book, one girl, bright, intelligent child, age thirteen (attended No. 14, Moore) ; reading, good ; spelling, good ; writing, good ; arithmetic, middling.

Equipment.—School-house not good, too high from the ground, only wainscotted, old, very poor desks, etc.

In such a school, tablets are indispensable ; map of the Dominion should be in every school, with numeral frame, and calculator, as these are needed.

The teacher lacks energy, and I doubt if much work is done some days.

November, 1884.

P. MACLEAN, ESQ., INSPECTOR, DISTRICT OF ALGOMA.

Indian Schools, Algoma.

GENERAL REPORT.

First visit.—I visited fourteen of these schools, and with the exception of the Industrial Schools at Wikwemikong, Sault Ste. Marie and Fort William, they in a are very low state, scarcely deserving the name of schools.

Teachers.—The teachers are for the most part native females, with scarcely any education, and having but a very imperfect knowledge of English. In several cases the teachers were quite unable to understand me when asking little points of information about their schools, etc.

The Pupils.—The pupils generally have but very little idea of the meaning of their reading lessons, and in very many instances cannot give the English names of the commonest objects of life, or even such as are around them in the school room. I found them reading in every book from the First to the Sixth ; not the Ontario Readers, but Nominational Readers of several varieties : the reading is not by any means good, still I am surprised how good it is in some cases, when I consider how little of it they understand.

The spelling is usually very good, and the writing excellent. The arithmetic is very poor : the teachers in the majority of cases knowing nothing about the subject themselves. Some of the pupils are neat, clean and tidy in their persons, but in too many cases they are very filthy.

School-Houses.—The school-houses are, generally speaking, very poor, small, unfurnished, and dirty. In several instances the teacher resides in the school-room ; has her bed, cooking-stove, cradle, wash-tubs, pots etc., all around the room, with a few benches one corner for the pupils.

Irregular Attendance.—The teachers all complained to me of the very irregular attendance of the pupils. They appear to go to school when it suits their own whim, and stay home when it pleases them to do so, the parents seeming to care little or nothing whether their children go to school or not. Many of the schools have but five or six pupils present, where there might be twenty or over. I would in this connection suggest to the consideration of the Indian Department, whether some regulation may not be passed to remedy this evil ; such, for instance, as making the payment of the annuity for children between the ages of seven and fourteen, conditional upon their attendance at school for at least four or five months in each year ; or what might be better still, grant a small yearly bonus to every child so attending.

School Requisites.—The majority of the schools are entirely lacking in even the most ordinary school requisites. My detailed report contains a list of what requisites I consider necessary for each school at present, and I would recommend that they be furnished to the Indian agents with instructions to distribute to the schools. I would also recommend the preparation of a set of Reading Tablets with graded lessons for the use of the schools. The first few lessons should consist of a few English names of common objects, a pictorial representation of the same, and the Indian word for each: this might be arranged on the tablet in three parallel columns. These lessons might then be followed by short exercises intended for the slate, namely, a few Indian names to be written out in English, and *vice versa*, English words to be written down in Indian. In this way they would soon be in possession of quite a number of English words and their meaning.

In conclusion, I would respectfully submit, that in my opinion the Indian Schools will never give satisfactory results until there is a radical change in the present staff of teachers; the majority of whom hold no certificates, and never passed any examination but were appointed to their respective positions by the Denominational authorities of the churches to which they belong.

DETAILED REPORT.

1. *Wikwemikong* (Boys).—There are two male teachers, Joseph Richard and Stephen Dufresne, both educated in the Church Schools, and who speak English fluently; they appear to be doing their work intelligently and well.

Number of pupils enrolled since 1st January, 1884, sixty-two: number present at my visit, thirty-nine.

The pupils read well, and had a very fair knowledge of the meaning of the lesson; spoke English well in answer to my questions; the spelling and writing, very good; had a fair knowledge of addition and subtraction mechanically, and some understood multiplication and division.

The subjects taught in the school are reading, writing, spelling, arithmetic, geography, grammar, map-drawing, composition, singing, church catechism and sacred history. The classification of the pupils was First Book, Part I, twenty; Part II, six; Second Book, six; Third Book, five; Fourth Book, two. The Readers used were those of the Christian Brothers.

Blacksmithing, shoemaking and carpentry are taught to any of the older boys who wish to learn trades. I saw some well made boots and shoes turned out from their shop. The school-room is neat, clean and commodious, but the desks are very unsuitable.

2. *Wikwemikong* (Girls).—There are two lady teachers—Miss Lucy Haessly, the Principal, educated at St. Mary's Orphan Asylum, Cleveland; and the Assistant, Miss Rosa Kintz, educated at St. Joseph's Academy, Fordham, New York.

Number enrolled since 1st January, 1884, 87: number present at my visit, 53, classified as follows:—First Book, Part 1, 7; First Book, Part 2, 18; Second Book, 6; Third Book, 6; Fourth Book, 6; Fifth Book, 4. The Readers used were the "Metropolitan series." The classification of the pupils is entirely too high. The reading, writing and spelling were not good. The girls' school is behind the boys' school in the literary subjects, but much of their time is taken up with the industrial subjects. The school-room is much too crowded, and the desks and seats unsuitable. By far the most important work in this school is the industrial knowledge given to the girls, who are to be the future Indian wives and mothers, and which must have its civilizing influence upon the race in due time.

The girls are taught spinning, weaving, knitting, sewing, laundry and kitchen work. There is a clean, airy, comfortable dormitory, where each girl is expected to keep her own cot in order. I was very much pleased with this school.

3. *Bu-waks School*.—Teacher, Miss Agatha Gabow, taught at Wikwemikong Girl School. Number enrolled this year, 20; number present at my visit, 18. Classified: First Book, ten; Second Book, eight. Subjects taught, reading, writing, spelling, and a little addition.

School-room very small—about 12x18 feet. No blackboard, no maps, no copies, no desks. All the requisites consisted of 12 books and 8 slates.

Children very much crowded. The teacher lives and has her bed in the school-room. Teacher has very considerable difficulty in comprehending English.

4. *Wikwemikongsing*.—Teacher, Miss Catharine Gabow, educated at Wikwemikong : has scarcely any knowledge of English ; could get but very little information from her, as she scarcely understood a word of what I said.

Number of pupils enrolled, 20 ; number present, 10. Classified, First Reader, six ; Second Reader, none ; Third Reader, four.

The pupils, I may say, have not a word of English : heard them read and spell, which they did surprisingly well, considering that they knew nothing of what they were saying : their writing was good. The school-house is a fair log building used at present for a church : the teacher lives in it.

5. *Sheguiandah* (Church of England).—The teacher is Mr. Fred. Frost (white), who was educated at the Grammar School, Ware, England, and is a clergyman of the Church of England. Mr. Frost was absent at the time of my visit, being in Toronto for medical advice. Mrs. Frost had charge of the school during his absence.

Number of pupils enrolled, 31 ; number present, 16. Classified, First Book, four ; Second Book, two ; Third Book, ten. Subjects taught are reading, writing, spelling, arithmetic, geography and Church Catechism.

6. *Birch Island*.—At the request of Mr. Phipps, Indian Agent, I examined Miss Martha Esquimo, a young Indian woman, sixteen years of age, with a view to ascertain her fitness as a teacher for an Indian school on Birch Island. She got her education at the Wawanosh Home, Sault Ste. Marie, where she studied for four years. I examined her in reading, spelling, writing, addition and subtraction : she read very well, and her writing was good : in spelling she made sixty per cent. on my test : her arithmetic was not good. I granted her a temporary certificate for six months, until they could procure a more competent teacher.

This school has never been in operation before. The Indians on this Reserve are Protestants.

7. *Serpent River*.—Teacher, Mrs. Sophia Peltier ; has no certificate : was educated at Wikwemikong, and speaks English fairly. Number of pupils enrolled, eighteen : number present, sixteen : number on Reserve about thirty. The classification was more correct than in any of the previous schools, the pupils being all in the First Reader.

Subjects taught are reading, spelling, writing and addition. Pupils are just commencing to write the letters of the alphabet ; they know very little English ; the teacher conducts exercises in English conversation for an hour daily. The school-house is about eighteen by fifteen feet ; has no desks, but four benches, and the blackboard is about thirty by fifteen inches. Teacher and her husband live in the school-house, with their cooking-stove, cradle, cupboard, &c.

8. *Mississaga*.—Teacher, Mrs. Mary Cada (white), educated at Public School, Chat-ham. Number enrolled, sixteen ; number present, six. Classified, First Reader, five ; Second Reader, one. One girl, who had attended the Public School at Bruce Mines, was very clever and did her work well ; spoke good English : the others knew little or nothing.

The school was just commenced about a month, after having been closed about two years. School-house, a log building 18x24 feet, used as a dwelling at present. The furniture consists of two beds, two large trunks, a cooking-stove, cupboard, kettles, tin pails, &c : no desks : benches resting on chairs.

9. *Garden River* (Church of England).—Teacher, Mr. Jas. H. Gallaher (white). Educated at Trinity College, Dublin ; is a deacon in the church. Number enrolled since 1st January, twenty-one ; number present, eight (boys) ; all in the First Reader.

School-house : a frame building, very much dilapidated, with four desks and a few benches ; a few tablets ; no maps.

The teacher appears to be faithful and diligent, and it is to be hoped the school will improve under his management. At present it is in a low condition.

10. *Garden River* (Roman Catholic). Principal, Rev. Father Ouelette; assistant teacher, Edward Ray, who holds a Second Class Certificate from Hammersmith Model School, England.

Number of Pupils on Reserve about	60
Number on the Roll	53
Number Present	35

First Class; Part 1, thirteen; Part 2, ten; Second Class, nine; Third Class, three. Hours of teaching, 9 to 11.30 a.m.; 1 to 3.30 p.m.

11. *Shingwauk Home* (Boys).—Principal, Rev. E. F. Wilson; assistant teacher, W. H. Wotton, educated at St. George's School, Bristol, England. Number enrolled twenty-six; number present, twenty; and two white boys, twenty-two.

Classified, First Book, eight; Second Book, five; Third Book, four; Fourth Book, five. Subjects taught: reading, writing, spelling, arithmetic, geography, grammar, composition, history, singing, and free hand drawing. Hours, 9 a.m. to 12; 3 to 5 p.m., and one hour every evening.

Examined the Second, Third, and Fourth Classes, in reading, dictionary, writing, arithmetic, drawing and singing: the classes did very well in all subjects, especially writing and spelling: they all appear to understand and speak English well—the tuition and conversation being all in English—no Indian spoken on penalty of having to write 500 words. Good comfortable school-room, dormitories and dining-room; also a shoe shop and carpenters' shop attached to the institution; appears to be doing excellent work.

12. *Wawanosh Home* (Girls).—Teacher, Miss Alexia V. Cunningham. Educated at Meaford High School, Ontario, but holds no certificate.

Number of Pupils Enrolled	20
Number Present	16
Classified—First Reader	6
Second “	6
Third “	2
Fourth “	2

The classification is too high. I heard three classes in reading, spelling, writing and mental arithmetic: the pupils did fairly well, although not equal to the boys at the Shingwauk; neither do they appear to understand English so well. The present teacher, Miss Cunningham, has been there but a short time.

Besides the literary training, the girls are also taught sewing, knitting, laundry work, and cooking.

They all live in the Home, which, like the Shingwauk, is a comfortable stone building.

13. *Fort William* (Boys). Teacher, Mrs. Jane Boucher; taught at Fort William Convent several years ago; speaks good English, but otherwise appears quite illiterate. She said herself she had scarcely opened a book in six years, and had forgotten nearly all she ever knew.

School-house, a good comfortable room, well lathed and plastered, but kept in a most filthy and disorderly condition. Everything about the school indicates the unfitness of the teacher.

The school is supplied with maps of the Continents and World, a fair blackboard and some desks which are not very suitable.

The number enrolled is twenty four; out of which, four were present. The boys appear to come to school at any hour that suits them, and do just about what they please when they are there.

The teacher said she also kept a boarding-house for some men who were working on the river; and I think by all means she should be relieved of her school duties in order that she may devote all her attention to the boarding-house: I am persuaded it would be much better for both.

14. *Fort William* (Girls).—Teacher, Miss Leiname ; educated in Germany ; appears to be an excellent teacher, and has her school in a very creditable condition.

Number Enrolled	30
Number Present	30

Classified—First Reader, thirteen ; Second Reader, eight ; Third Reader, six, and three in the kitchen.

The subjects taught are the usual ones. Heard the Third Class in reading, geography and singing : class acquitted itself well. Examined the copy-books, which I found very neatly kept and well written. System and method are apparent throughout the whole institution.

The school is industrial as well as literary ; the girls being taught sewing, knitting, spinning and weaving, as well as laundry and kitchen work. The pupils live in the "Home" and appear very neat, clean and tidy. The school room is at present a little crowded, but a fine new large building is in course of erection, and will soon be completed.

South Bay.—*West Bay* and *Sheshegewaning* schools on Manitoulin Island, were closed at the time of my visit.

Sagamong and *Red Rock* I was unable to visit for want of time.

July, 1884.

Second visit—South Bay.—Teacher, Miss Theresa Akiwens, a young Indian girl, about seventeen years of age : her knowledge of English very limited indeed : answers the most ordinary questions with very great difficulty. Number of pupils enrolled, eighteen ; number present, nine : all in First Reader. Pupils have no knowledge whatever of English, and the teacher is able to convey but very little to them, of the subject of their lesson.

The school furniture and apparatus consist of a stove, six or seven benches, and a few broken slates and torn books. The teacher lives in the school-room.

Buynwaks.—Teacher, Miss Agatha Gabow, who appears to be rather intelligent, and speaks English fairly, although her pupils understand but very little. Number enrolled, eighteen, and number present, nine ; all in the First Reader. Furniture consists of a stove, four benches, teacher's bed, and one or two tablets. Indians promised to erect a new school-house. Pupils attend very irregularly.

Wikwemikong—(Boys).—Teacher, Mr. Stephen Dufresne, educated at St. Hyacinthe, speaks English fairly, but with a decided French accent. Number of pupils enrolled forty-seven ; number present, twenty two : classified as follows, viz. : two in Fourth Reader ; three in Third Reader ; seven in Second Reader, and ten in First Book.

Pupils read fairly well, and appeared to have a good idea of the meaning of their lessons. As usual with Indian children, they write and spell well, but have very little beyond a mechanical knowledge of arithmetic. The readers used are the Christian Brothers series.

This school is also industrial ; carpentry, blacksmithing and shoemaking being taught to such boys as desire to acquire these trades. The school is fairly well supplied with maps, books, tablets, &c.

Wikwemikong—(Girls).—Teacher, Miss Lucy Haessly ; assistant teacher, Miss Rosa Kintz ; both of whom speak English fluently.

Number of pupils enrolled, seventy-one : number present, forty-seven : classified as follows :—four in Fifth Reader ; six in Fourth Reader ; four in Third Reader ; seventeen in Second Reader, and sixteen in First Book. The readers used are the Metropolitan Series. but the pupils appear to be classified much beyond their capacity. I consider the Fifth and Fourth classes should not be beyond the Third Reader.

Knitting, sewing, spinning, weaving and other branches of household economy are taught. The school-room is much too small, and the seating very badly arranged.

Wawanosh.—Teacher, Miss Alexia V. Cunningham, a young Canadian lady of good education and some experience in teaching. The school is under the management of the Church of England, and intended for the education of Indian girls *only*; it is much similar to the girls' school at Wikwemikong being industrial as well as literary. The "Home," as it is called, is a large substantial stone building in which the pupils live and board under the care of a matron. The number of pupils at the time of my visit in October was seventeen: classified thus—ten in First Book, four in Second Book, and three in Third Book. The readers used are the Ontario Readers. The reading, writing and spelling may be called average; but the arithmetic, embracing addition, subtraction, and division, is purely mechanical, with scarcely any idea of the practical application of the rules.

Shingwauk.—Principal, Rev. E. F. Wilson; assistant teacher, Mr. W. H. Wotton. This institution is also managed by the Church of England, and designed for the training of Indian boys in industrial, as well as literary branches. There is a large stone building, with school-room, dining-room, and dormitories: the school-room is not well arranged, and the dormitories should be better ventilated.

The number of pupils present was thirty-one: the subjects of study are reading, spelling, writing, arithmetic, geography, grammar, composition and history. I heard classes in the first five subjects: all did well in writing and spelling, fairly in reading, and *one* boy did very well in arithmetic. The pupils are classified rather beyond their proper standing, and I fear the teachers attempt to teach too much.

General Remarks.—All the Indian schools that I have yet visited are sadly deficient in school apparatus and equipments, such as maps, blackboards, books, slates, &c. According to instructions of last April, I made out a list of requirements for each school separately, and forwarded the same with my report in July; but so far no action appears to have been taken.

With the exception of the two Protestant schools at Sault St. Marie, the one at Garden River, and the two Catholic ones at Wikwemikong, the teachers are all females and natives: they have little education, and hold no certificates of any kind.

The schools are not in operation over half the time; a great portion of the year being occupied with sugar-making, fishing, blueberry and cranberry picking. The parents, generally, are so careless about the education of their children, that the attendance is very irregular, even when the schools are open.

In order to make these schools more efficient, and in some measure worthy the name of schools at all, I would most respectfully recommend to the Department, the following suggestions, as worthy of consideration: I know it is a delicate question to deal with these schools, but certainly some change is urgently needed.

Suggestions.—The Department should insist that the Indians would provide a comfortable room, sufficiently large, and with suitable seats and desks.

The Department to supply the necessary books, slates, &c., as reported by the Inspector or Indian Agent from time to time.

The teachers should be obliged to pass some kind of examination, however simple, and hold certificate to that effect: I am also quite willing that the church authorities, who have established these schools, should determine what the status of such examination shall be. The great point is that the teachers should feel that they have to make some little preparation to pass the examination, and obtain certificates entitling them to teach. It is quite evident to me that the present system of appointing *any* person to the charge of a school, can never be productive of results, in any way commensurate with the yearly expenditure on the schools.

I think arrangements might be made whereby special classes, under the charge of competent instructors, would be opened at Shingwauk Home, and at Wikwemikong, for training Indian teachers; then all intending candidates should be obliged to attend these classes, till such time as they were able to pass the prescribed examination.

Instead of a yearly allowance being paid to the teachers as at present, I would suggest that they be paid a *monthly* salary, and only for the time actually employed: I am convinced many of them do not work half the time during the year, while drawing probably a year's pay.

I would also suggest that these schools be supplied with Daily Registers, similar to those in the Ontario Public Schools ; and that certified returns of half-yearly attendance be made to the inspectors.

If the annuity for children between the ages of seven and thirteen, could be made conditional on their attendance at school for at least *four* months in the year ; or otherwise, a bonus offered to all such, as did so attend, I believe a marked improvement in the attendance would be the result.

December, 1884.

JOHN DEARNESS, Esq., INSPECTOR, EAST MIDDLESEX.

Indian Schools, Oneida Reservation.

Second Visit.—On the 9th October, in company with Mr. Thos. Gordon, the Indian Agent, I visited the three schools to see how far the suggestions of my former visits had been effected.

School No. 1.—Some of the urgently needed repairs have been made ; the house is embanked very nicely, and will be tolerably comfortable for the winter. The trustees assure me that they will have new desks in less than a fortnight.

No. 2.—Mr. Schuyler, teacher, did not write last July at the High School Entrance Examination, but promises to do so next Christmas. The desks in this school are very bad, in fact, there are only two desks ; they are constructed of long boards attached with hinges to the wall ; the seats are long benches without desks ; the teacher asks for a half-dozen geographies, but he could do more good if he were supplied with maps and a globe. The great defect in this and the other schools is the learning of words without understanding their meaning.

No. 3.—Mr. Elijah Sickles, teacher, wrote at the High School Entrance Examination; failed, but promises to study and write again next December. He is working faithfully. Since my last visit he has had the interior of the school-room painted and papered—did it himself ; raised the money by a tea-meeting. The school is now supplied with maps, books, a globe and increased blackboard facilities. There is yet a debt of \$250 on the building. The teacher says they have paid \$800 or \$900 on it, and feel that they have exhausted their resources. I think they deserve encouragement, and would recommend that the Indian Department assist them to pay the balance of the Debt.

Observations lead me to suggest that all books furnished by the Department should be stamped, and rules should be adopted with a view to their care and preservation.

December, 1884.

4.—COLLEGIATE INSTITUTE AND HIGH SCHOOL INSPECTION.

Report of J. E. Hodgson, Esq., M.A., Inspector.

Entrance Examination.—As I remarked in a former report, though the questions proposed to the candidates at all the High Schools and Collegiate Institutes are uniform, the standards adopted by the different local boards of examiners vary considerably. We need not expect to secure uniformity of standards all over the Province, as there are so many Local Boards—as many as there are High Schools—but it should be possible to secure a fair degree of uniformity in the schools of the same inspectorate. With this end in view, I think it would be well if the County Inspectors, who are members of each local board in their respective districts, were to arrange with the substitutes whom they appoint to preside at those High Schools at which they cannot be present themselves, a plan of

awarding marks for imperfect answers. It is in judging imperfect answers that discrepancies are most observed. It is not very uncommon to find in the same county two schools, at one of which through leniency in marking, most of the candidates are passed whilst at the other, through rigidity in assigning marks, most of the candidates are plucked. The adoption of the plan suggested would probably result in doing away with both extremes. The practice on the part of local examiners of "recommending" candidates that have failed by a few marks on one subject, but have secured a good aggregate, is not objectionable, particularly if the candidates recommended are older than the average. On the whole, the work of the Local Boards is well done and their reports are generally confirmed. There is, however, a peculiar circumstance in connection with the entrance examinations, *i. e.*, no candidate is ever rejected for bad reading or bad writing; judging by the average percentage gained in these subjects, one would suppose that they are the most carefully looked after of all in the Public Schools; whilst, as a matter of fact, the reading and the writing of entrants (particularly the writing of the boys) are found in the lowest forms of the High Schools to be very poor. Looked at from this point of view these subjects seem to be neglected in the Public Schools: this is to be deprecated as being detrimental to the interests of Public School, as well as of High School training. Pupils entering the High School with bad habits in reading and in writing lose time in unlearning what they have learned in the Primary Schools. With regard to the Public Schools, it is not to be forgotten that by far the most of the pupils do not go beyond the fourth class, and never enter a High School; so that for them the entrance examination limits, or the limits of the fourth class in the Public School, are the measure of the attainments with which they enter on the active duties of life. It is, I think, of almost equal importance that our youth should leave school intelligent readers and legible writers, as good grammarians and accurate arithmeticians. We can do something towards accomplishing this, by means of the entrance examination. For the character of an examination determines in a great measure the character of the teaching adopted in preparing candidates for that examination; those subjects to which most marks are assigned will receive most attention in the schools, and *vice versa*. According to our present schedule, but thirty marks are assigned to reading, and twenty to writing; whilst to arithmetic and grammar one hundred marks each are assigned. Now, if we were to double the marks for reading, or even assign it one hundred marks, we could bring it about by insisting on the local examiners' examining closely (awarding marks under definite heads, such as orthoepy, emphasis, etc.,) that this subject would receive in the Public Schools such a share of attention as its importance justifies.

Writing could be dealt with in a similar way; the marks might be increased to fifty or sixty, and a closer examination of the work might be enjoyed on the examiners.

Preparatory Forms.—There is a clause in the High School Act that empowers Boards of High School Trustees to establish preparatory classes, apart from the Public School, to prepare pupils for entrance to the High Schools. In the early days of the Grammar (now High) Schools, owing partly to the elementary character of the work done in the Public Schools, partly to the hostility that existed between the two classes of schools, the existence of this provision was a source of strength to the Grammar Schools, and many Boards established and maintained classes of this kind. For the following reasons it seems to me that the time has come for their abolition:—

(a) The Public Schools have attained to such efficiency that they are thoroughly capable of preparing candidates for entrance. The truth of this is apparent from the fact that preparatory forms have been voluntarily discontinued in all the schools, save three or four. The programme of studies in the Public Schools more than overtakes the requirements of entrance; indeed, the work laid down for in the fifth and sixth forms is, with the exception of languages and science, on a par with that in the second forms of the High Schools.

(b) Besides being unnecessary, these classes are hurtful in that they tend to foster a tendency towards exclusiveness and a feeling of superiority on the part of their pupils, since the latter are apt to think themselves formed of finer clay than their contemporaries in the Public Schools.

(c) They are not under Government control and there are no departmental regulations as to the qualifications of the teachers, the Boards being at liberty to engage any one they please.

(d) In spite of the regulation to the contrary, the members of the regular High School staff do sometimes take part in teaching these classes.

EQUIPMENT OF COLLEGIATE INSTITUTES AND HIGH SCHOOLS.

(a) *The Collegiate Institutes.*—The regulations regarding the establishment and maintenance of Collegiate Institutes set forth the following requirements :—

(1) Suitable school-buildings, out-buildings, grounds and appliances for physical training.

(2) Library, containing standard books of reference bearing on the subjects of the programme.

(3) Laboratory, with all necessary chemicals and appliances for teaching the subjects of elementary science.

(4) Four masters at least, each of whom shall be specially qualified to give instruction in one of the following departments :—Classics, Mathematics, Natural Science, and Modern Languages, including English.

(5) The other members of the teaching staff must possess such qualifications as will secure thorough instruction in all the subjects on the curriculum of studies for the time being sanctioned by the Education Department for Collegiate Institutes.

Of the seventeen Collegiate Institutes in the Province, I have this year visited seven, viz. :—Barrie, Collingwood, London, Stratford, St. Catharines, St. Marys, St. Thomas.

In each of these the requirements enumerated above are complied with in most respects. The school-buildings and out-buildings are good; the only drawback with regard to the play-grounds is that in some cases, owing to the situation of the school, grounds have to be rented at a distance. There is a fairly equipped gymnasium at Galt, and another at Stratford, but appliances for physical training are not generally found. Drill and calisthenics are taught in all during the fine weather, but are generally dropped during the winter months on account of the lack of suitable accommodation. There should be a gymnasium in connection with each Collegiate Institute.

The laboratories are fairly equipped, so far as apparatus and chemicals are concerned, but are deficient in tables, or desks, at which the students might make experiments for themselves.

Libraries of reference are the weakest point in the equipment of the Collegiate Institutes, but as the existence of these libraries is hereafter to be made a *sine qua non* of Collegiate Institute standing, it is more than likely that this want will be supplied during the coming year.

(b) *The High Schools.*—There are eighty-nine High-Schools, each employing from two to four regular teachers: all the head masters, except two, are graduates, and these two held certificates of qualification prior to 1874. In most of the schools that employ two masters, the assistants are either undergraduates, or the holders of Public School teachers' certificates. The buildings are nearly all of brick or of stone; there are but six frame ones, and of these the building at Niagara Falls South* is satisfactory in all respects except situation; the others are unsatisfactory, particularly that at Mount Forest, which is a mere barrack. When the High School of the latter place was opened in the present building, it was with a distinct understanding between the Education Department and the local authorities, that a new and suitable building would be erected within a reasonable time: since then several years have elapsed, but no new building has been erected. The grounds are even less adapted for High School purposes than is the building, horse and cattle fairs being held on them from time to time during the spring, summer and autumn months, much to the distraction of both teachers and pupils.

* Formerly Drummondville.

The building at Windsor, too, is ill-adapted for the purpose that it serves, but there is reason to believe that steps will soon be taken by the Board to secure proper accommodation. The other frame school-houses, though by no means what they should be, are situated in villages on whose financial resources the erection of new buildings might be too heavy a burden.

Of the brick or stone buildings, that at Bowmanville furnishes the worst accommodation: it is time that more commodious quarters were provided, particularly as the rooms now used for High School purposes might be advantageously handed over to the Public School authorities. The attention of the Board has frequently been called to the unsuitable character of the building, but hitherto without effect.

At Vienna the building is sufficiently commodious, but, with the exception of the staff, badly equipped in every way: a somewhat similar state of affairs exists at Cayuga, Alexandria, and Oakwood.

As a rule the High School buildings are substantial, and furnished with comfortable desks and seats. A very serious drawback, however, exists in the lack of ventilation, for which, in very many cases, adequate provision has not been made. Many schools have no means of ventilation except the doors and windows, and this method of purifying the air is, during the winter months, feasible at periods of intermission only; and even then, to be effective, the windows should be open at both top and bottom; at the top to give egress to the hot, vitiated air, at the bottom to allow ingress to the cool, pure air. Unfortunately, most of the windows admit of being opened at the bottom only. The ventilation of school-rooms is a subject that is entitled to more serious consideration than it receives. I am sure that much of the ill health of pupils that is charged to over-pressure is really due to their confinement in close, stuffy rooms.

Nearly all the High Schools are well supplied with maps and globes, and with chemicals and apparatus sufficient for the performance of experiments, illustrative of the work required of candidates for second-class teachers' certificates; but, as in the case of the Collegiate Institutes, very few opportunities of making experiments are afforded the students.

Berlin High School is one exception to this rule. In it the pupils, after seeing the experiments performed by the teacher are called upon to perform them for themselves and their deftness in handling apparatus, as well as their accuracy in summarizing results, make it apparent that to them the study of chemistry has some educational value beyond training the memory.

The grounds vary in extent, from seven acres at Napance, to one-eighth of an acre at Windsor. In some cases little or no effort is made to render them attractive by levelling, tree-planting, etc.: by this neglect, there is lost an opportunity of encouraging in the pupils an ambition for neatness in their surroundings. A play-ground enclosed by a dilapidated fence, and strewn with shinty-sticks and scraps of waste paper, has a bad effect, tending as it does to make untidiness more familiar, and so, less distasteful.

There are not many schools in which any attempt is made to adorn the class rooms: the walls are generally without pictures, and the windows frequently without blind. Now that drawing is being taken up so generally the walls might be brightened, and the sombreness of the rooms relieved, by the products of the pupils' pencils.

Of all living rooms the school should be the brightest and most attractive. The rule with us is to have the ceiling and the walls (except where occupied by black-board) of a glaring or dingy whiteness. May not the extreme contrast between white and black have something to do with the growing prevalence of short-sightedness among the young? The walls should be tinted with a softer colour.

Appliances for physical culture (except, in a few places, clubs and dumb-bells) are rarely provided, but at nearly every school some out-door game is systematically and scientifically played—foot ball being the most prevalent. The excellent influence derived from this phase of school life was, until recent years, but little regarded, except at some of the boarding schools, such as Galt, U. C. C., Trin. Coll. School. As a matter of fact the existence of a well-organized and well-managed club, be it foot-ball, base-ball, cricket or lacrosse, is a potent means of developing in the pupils, not only physical qualities, such as breadth of shoulders, fleetness of foot, quickness of eye and of hand, but also qualities

character that will stand their possessors in good stead through their life work. It has been said that many of Britain's most distinguished sons have owed more of their success as soldiers and as administrators to the pluck, endurance, and judgment that they developed in the cricket fields at Eton and Rugby, than to the scholarship that they acquired within the classic walls of those seats of learning. *In ludo veritas*, and those masters who take part in the games of their pupils, as many of them do, have in the field opportunities of discovering, and either checking or encouraging, traits of character in the boys, that they would be long in finding out in connection with class-room work. Nor is there any mingling of teacher and pupils on a common level without its advantages to the former: it helps to keep him young and to check that tendency to dogmatism, the *cacoethes docendi*, of which we are all conscious as resulting from the habitual exercise of indisputable authority.

The Literary Societies, or Reading Clubs, which are found in connection with nearly all the High Schools and Collegiate Institutes, are doing good auxiliary work, and are worthy of being encouraged: their aim is to help the students to form habits of independent thought by the discussion (under the guidance and influence of the teachers who are always connected with the management) of historical, literary, or practical questions, connected either directly or indirectly with the subjects embraced in their course of study. The proceedings usually consist of readings or recitations, an essay, a debate, and music. These institutions are well adapted to acquaint and familiarize their members with the regular procedure of business meetings, as well as to give them confidence in themselves and to foster a taste for supplementary reading in search of information bearing not so much on the examinations, (thoughts of which are, like the poor, always with them,) as on the subject under immediate discussion. But the information required in this independent way, as well as the habit of connecting cause and effect that is engendered by it, are of very great use even for examination purposes. The information is readily available, and the habit asserts itself when both are welcome.

The lack of libraries of reference in the Schools is a serious drawback to the success of this important part of High School training. Each school should be supplied with at least the standard dictionaries of language and literature, with the histories of ancient and modern times, selections from British poets and novelists, some volumes of essays and biographies, and if possible, with an encyclopædia. In several schools the pupils have taken the initiative in supplying this want, and by giving public entertainments have secured the means of procuring the nucleus of a library. There is good reason to believe, moreover, that the new regulation, in accordance with which a considerable portion of the Legislative grant is to be distributed on the basis of school appliances and appurtenances, will have the effect of causing the Boards of Trustees to vote some money to the purchase of books.

The pupils in the higher forms of the schools may be divided into three classes (*a*) those preparing to pass the teachers' examination, (*b*) those looking forward to matriculation at one of the Universities, (*c*) those having no outside examination in view. Though the Education Department, in order to avoid the multiplication of classes, adopts as nearly as possible the subjects of the matriculation examination as the basis of the course prescribed for intending teachers, the two examinations differ so widely in character that it is not only desirable but also necessary to combine the two classes of candidates. The university authorities, for instance, are content with a single paper in pass mathematics, including arithmetic, algebra, and euclid; at the teachers' examination there are four papers to cover this ground: at the university one paper suffices for English, including grammar, composition, dictation, and English literature; the candidate for a teachers' certificate has to take a paper on each of these subjects; the pass matriculant is admitted by writing in seven or eight papers, the teacher has to pass on at least fourteen. It may be thought that the difference in the subjects of these examinations justifies the difference in their character, the teachers' examination, being a final examination—a test of knowledge with a view to the imparting of that knowledge—whilst the matriculation examination is a preparatory examination, a test of the candidate's fitness to acquire further knowledge. Though this is true, I do not think that a more searching examination at matriculation would have any but a good effect in the proficiency of undergraduates, and I am quite sure that it would be a source of great relief to many of the masters.

For the third class pupils—those not looking forward to any examination—the institution of the proposed leaving examination will be a great benefit, a sort of *deus ex machina*. It has been long felt that there is need of something to keep up the interest and arouse the ambition of boys intended for a business career, and of girls that do not propose either to teach or to take a college course. This want may be supplied by the leaving examination, which should be and, I hope, will be of such a nature as to ensure that pupils holding a graduating diploma from any of our High Schools or Collegiate Institutes, shall be in possession of sufficient culture and practical knowledge to ensure that they will be efficient laborers in any field of life to which their circumstances may call them.

As to the character of the work that is being done in the Collegiate Institutes and High Schools, there is little or no change to be remarked. Hard work on the part of both teachers and pupils is the rule, and the methods adopted in teaching most subjects are good. The discipline in most of the schools is excellent; the intercourse between teachers and pupils is unconstrained, being free from harshness on the one side, and presumption on the other; corporal punishment is rarely resorted to, suspension or expulsion scarcely ever.

Toronto, December, 1884.

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PART III.

UNIVERSITY OF TORONTO :

UNIVERSITY COLLEGE, TORONTO :

SCHOOL OF PRACTICAL SCIENCE ;

AND UPPER CANADA COLLEGE.



PART III.

UNIVERSITY OF TORONTO: UNIVERSITY COLLEGE, TORONTO: SCHOOL
OF PRACTICAL SCIENCE; AND UPPER CANADA COLLEGE.

1. ANNUAL REPORT OF THE UNIVERSITY OF TORONTO, FOR 1883-4.

*To His Honor, the Honorable John Beverley Robinson, Lieutenant-Governor of the
Province of Ontario, Visitor of the University of Toronto:*

MAY IT PLEASE YOUR HONOR:

The Chancellor, Vice-Chancellor, and members of the Senate of the University of Toronto, have the honor to present their Report on the condition and progress of the University, for the year 1883-4.

The following tabulated statement of the admissions to degrees and *ad eundem statum*, and of the number who matriculated in the different faculties, is submitted:

<i>Law—</i>	
Matriculation	10
Degree of LL.B.	1
<i>Medicine—</i>	
Matriculation	26
Degree of M.B.	10
“ “ M.D.	2
<i>Arts—</i>	
Matriculation	170
Ad eundem statum	5
Degree of B.A.	65
“ “ M.A.	3

During the year 737 candidates underwent examination in the different faculties as follows:

Faculty of Law	27
“ “ Medicine	77
“ “ Arts	562
Local Examination for Women	71
Total	737

The class lists of the year are appended.

All of which is respectfully submitted.

(signed)

W. MULOCK,

Vice-Chancellor.

2. ANNUAL REPORT OF THE COUNCIL OF UNIVERSITY COLLEGE, TORONTO, FOR 1883-4.

To His Honor, the Honorable John Beverley Robinson, Lieutenant-Governor of the Province of Ontario, and Visitor of University College :

MAY IT PLEASE YOUR HONOR :—

The President and Council of University College, beg leave to present to your Honor, as Visitor on behalf of the Crown, the following report on the progress and present condition of the College for the year 1884.

They are gratified in being able to report that the College continues to receive the best proof of its acceptability to the people of this Province, in the number of students who avail themselves of the educational advantages which it offers. The students entering for the first time in the regular Arts course for the current academic year, number one hundred and thirty-three. This is a larger entrance than in any previous year, and furnishes a gratifying evidence of progress, when compared with the experience of previous years, from 1854, when the College received its first matriculated students, amounting then only to eleven.

But another and still more satisfactory evidence of healthful progress is to be found in the relative number of matriculated students pursuing the full course of undergraduate studies, as compared with those who are only taking partial courses. In 1854 when this College first entered fully on its work, out of the total number of students in attendance on lectures, only twenty-five per cent. were matriculated students, whereas even when the students of the School of Science now attending lectures in the College are included, the number of matriculated students has risen to seventy-six per cent., or, exclusive of students of the School of Science, to eighty-five per cent., now taking the full undergraduate courses of study prescribed by the University for the degree of B.A.

With the continued increase in the number of students entering the College, the attention of the Council has been directed to the manifest need of a greater division of classes in the teaching of those subjects which specially require tutorial work, or individual superintendence in the laboratory. With a view to provide the requisite increase of the teaching staff, the College Council in 1881, acting in concert with the University, organized a plan for the establishment of tutorial fellowships in the various departments ; and with a view to provide the requisite funds, raised the annual lecture fees from \$10 to \$20. The plan has been found to work very satisfactorily, in so far as it secures to some extent the required division of teaching, so indispensable for the practical work in the Science Departments, and in the direct tutorial instruction in all the honor work of the different years. It also furnishes very desirable facilities and inducements for post-graduate training in the higher branches of study.

On the other hand the College Council has reason to believe that the apprehensions indicated in a former report were well founded, as the results appear to show that the increased scale of fees tends to check the attendance on the College lectures of a class of students who have the strongest claims on the advantages which a Provincial College is designed to afford. While, as already shown, the number of entrants continues to increase, students of the later years are now availing themselves of the exemption from attendance on lectures to an extent unknown before. This is specially the case in the final year of the undergraduate course.

In the Academic year, 1882-3, the number of students in attendance on the lectures of senior years was :—third year, fifty-nine : fourth year, seventy-one : in the year 1883-4 it was : third year, sixty-six ; fourth year, fifty-three. Should the experience of future years confirm the belief that this falling off in the number of students availing themselves of the advantages of College training, especially in the final year, is due to the increased charge for attendance on lectures, it will be deserving of mature consideration by the Government whether they ought not to provide the requisite funds for tutorial fellowships from some other source than lecture fees.

Since the reorganisation of the College and University on their present basis, in 1853, the degrees conferred in the Faculty of Arts, Law and Medicine on students of

University College, as distinguished from graduates of the University who received their preparatory training in other Colleges, are as follows :—LL.D., ten ; LL.B., forty-nine ; M.D., nineteen ; M.B., sixty-four ; M.A., two hundred and thirty-seven ; B.A., eight hundred and fifty-six ; making a total of twelve hundred and thirty-five degrees conferred on undergraduates who have pursued their studies in University College, and have proceeded to degrees in the various Faculties of the University.

Among the students who have thus gone forth from the College, many have taken an honorable rank in the University Honor lists, and have since given practical evidence of the value of the instruction received in the College by the influential professional standing attained by some, and the important positions now filled by many of them, not only in the educational institutions of this and other Provinces of the Dominion, but elsewhere beyond its limits. Some have not only distinguished themselves at the bar, but have risen to the highest judicial positions, while others occupy seats both in the Provincial Legislature and the Parliament of the Dominion. A larger number have been entrusted with the responsible duties of Principals, Professors and Lecturers in the Colleges and Normal Schools of this and other Provinces ; and one hundred and seventeen are at present masters and teachers ; fifty-five of them being Principals and Head-masters of Collegiate Institutes and High Schools of the Province. Looking, therefore, to the period during which University College has been in operation, such results may be confidently appealed to in evidence of its value as a Provincial Institution.

The following constitute the present teaching staff of University College, including the fellows appointed under the recent statute above referred to :—

Classical Literature, embracing the Greek and Latin Languages : Professor :—Maurice

Hutton, M.A., Fellow of Merton College, Oxford.

Classical Tutor :—William Dale, M. A.

Fellow in Classics :—J. C. Robertson, B.A.

Oriental Literature, including Hebrew, Chaldee, Syriac and Arabic : Lecturer :—

Jacob M. Hirschfelder, Esq.

German : Lecturer :—W. H. VanderSmitten, M.A.

French : Lecturer :—John Squair, B.A.

Fellow in French and German :—Charles Whetham, B.A.

English Language, and Literature and Italian : Lecturer :—David R. Keys, B.A.

Ancient and Modern History and Ethnology :—Professor :—Daniel Wilson, LL.D., F.R.S.E.

Logic, Metaphysics and Ethics : Professor :—G. Paxton Young, M. A., LL.D. ; Fellow :—A. S. Johnston, B.A.

Physics and Mathematics : Professor :—James Loudon M.A. ; Mathematical Tutor :—Alfred Baker, M.A. ; Demonstrator in Physics :—W. J. Loudon, B.A. ; Fellow in Mathematics :—J. W. Reid, B.A. ; Fellow in Physics :—T. G. Campbell, B.A.

Mineralogy and Geology : Professor :—Edward J. Chapman, Ph. D., LL.D. ; Fellow :—H. R. Wood, B.A.

Biology : Professor :—R. Ramsay Wright, M.A., B. Sc. ; Fellow :—T. Mackenzie, B.A.

Chemistry : Professor :—William H. Pike, M.A., Ph. D. ; Fellow :—T. P. Hall, B.A.

Instruction is given by this staff of Professors, Lecturers and Fellows in the various branches embraced in the requirements of the University for standing and degrees in the Faculty of Arts. In addition to this, the arrangements provided for in the Act establishing a School of Practical Science, which admit of the attendance of students of the school at such lectures in University College as come within the course of its instruction, have been carried out under an Order in Council, so as at the same time to provide for the students of this College additional facilities, including practical instruction in the laboratories and lecture-rooms now under the joint conduct of Professors and Lecturers of both institutions.

Since the last annual report, renewed efforts have been made to supply the deficiencies still existing in the philosophical apparatus provided for instruction in Physics, and specially in the branch of Electricity. With a view to this, an appeal has been made to the friends of the College to supplement the sum available for this purpose by private

contributions, and the liberal response already made, encourages the Council to hope that the entire sum required will speedily be at their disposal.

Examinations were held in Michaelmas and Easter Terms of the past academic year, and the Honors and prizes won by the successful competitors in the various departments, were awarded at the College Convocation held on the 17th of October, in the presence of His Honor, the Visitor; the Honorable the Minister of Education, and a large assembly of graduates and friends.

The Honor lists for the year, along with a synopsis of Lectures and other details relative to College work, will be found in the Calendar for the present year, of which a copy is herewith appended.

All of which is respectfully reported,

(Signed)

DANIEL WILSON,

President.

UNIVERSITY COLLEGE,

Toronto, 5th December, 1884.

3. ANNUAL REPORT OF THE SCHOOL OF PRACTICAL SCIENCE, TORONTO.

To the Honorable G. W. Ross, M. P. P., Minister of Education.

SIR,—I have the honor to submit herewith the Report of the School of Practical Science, Toronto, for the year 1883-4 :—

1. The Academic year commences with the opening of the School for lectures and practical work in October, and the Annual Report required from the Board of Management at this date, necessarily includes part of the work of two years, viz. :—that of the Easter Term of 1883-4, and the Michaelmas Term of 1884-5.

2. The following is a classified list of the students in attendance at the School during the above named Terms :—

<i>Engineering—</i>		Easter.	Michaelmas.
Regular students		21	33
Special "		5	8
<i>Mathematics and Physics—</i>			
Students in Engineering		22	33
Special students		5	8
<i>Chemistry—</i>			
Students from University College		79	81
Regular students in Engineering		22	33
" " Chemistry		—	1
Special Veterinary students		110	0
" Medical "		43	0
<i>Biology—</i>			
Students from University College		26	30
Special students (Medical)		38	0
<i>Mineralogy and Geology—</i>			
Students from University College		77	102
Regular students in Engineering		14	11
<i>Evening Lectures—</i>			
Chemistry		113	0

This table includes the regular students pursuing special subjects in the full course taught in the School of Science, or proceeding to a diploma in the Department of Engineering, or to a degree in the University.

3. The fees of the Academic year, 1883, derived from students proceeding to a diploma of the School of Practical Science in the Department of Engineering, and paid to the Provincial Treasurer, amounted to \$900.

4. The work now carried on under the joint labors of the Professors and Lecturers of the School of Science, and of University College, has greatly increased the advantages enjoyed by the students of both institutions; and the students of the School now enjoy, equally with those of University College, all the advantages resulting from the tutorial services of the Fellows in the various departments included in the work of the school.

The following constitute the present teaching staff of the School of Practical Science :

- J. Galbraith, M.A., Assoc. M. Inst. C.E., Professor of Engineering.
 W. H. Ellis, M.A., M.D., Professor of Applied Chemistry.
 W. H. Pike, M.A., Ph. D., Professor of Chemistry ; T. P. Hare, B.A., Fellow.
 E. J. Chapman, Ph. D., LL.D., Professor of Mineralogy and Geology ; H. R. Wood, B.A., Fellow.
 J. Loudon, M.A., Professor of Mathematics and Physics ; Alfred Baker, M.A., Mathematical Tutor ; J. W. Reid, B.A., Fellow ; W. J. Loudon, B.A., Demonstrator in Physics ; T. Mulvey, B.A., Fellow.
 R. Ramsay Wright, M.A., B. Sc., Professor of Biology ; A. B. McCallum, B.A., Fellow.
 D. Wilson, LL.D., F.R.S.E., Professor of Ethnology.

5. Departments of Instruction.

(1) *Engineering*—

The following table shows the number of students proceeding to the Diploma in Civil Engineering, who presented themselves for examination in the session 1883-4 :—

1884 EASTER EXAMINATION.

First year	9	students	were	examined	and	6	passed.
Second “	8	“	“	“	“	8	“
Third “	5	“	“	“	“	5	“
Totals	22	“	“	“	“	19	“

In the present session, Michaelmas Term, 1884, the number of students in attendance is :—First year, twenty-two ; second year, five ; third year, six. Total, thirty-three regular students proceeding to the Diploma ; besides eight special students, making a total of forty-one students at present in the Engineering Department.

Of the eight special students, two are preparing themselves for Electrical Engineering ; three for Mechanical Engineering ; one for diploma of *P.L.S. ; one for the Dominion Diploma in Higher Surveying, or D.L.S. ; and one is taking General Engineering work.

The number of candidates who have already passed through the regular course in Civil Engineering, and obtained the Diploma of the School, is as follows :

1881—	1	obtained	the	Diploma.
1882—	3	“	“	“
1883—	3	“	“	“
1884—	5	“	“	“

—
 Total, 12

Most of these gentlemen now occupy responsible positions in the Public Works of the Province or the Dominion, and many gratifying testimonials have been received by the Professor of Engineering in confirmation of their ability and proficiency.

The Senate of the University of Toronto, has recently passed a statute establishing the degree of C.E., open only to those who hold the diploma in Civil Engineering of this School of Practical Science. One indispensable condition for obtaining this degree, is that the candidate shall have spent three years on Engineering work after leaving this

school. The degree is thus a certificate that the holder has had six years training in his profession, three years of which shall have been spent in laying a scientific foundation for his future work.

The establishment of this degree supplies a want long felt by the profession in this Province. Hitherto the most general method of becoming a Civil Engineer in this country, has been for the aspirant to begin on railway or other engineering work, as a chain or rod man, and gradually to rise to the position of Assistant Engineer. At this stage it is usual for a man to assume the designation of C.E., and to be so considered by his fellow-professional men. If he has by this time gained sufficient experience and influence, the higher positions in the service are within his reach. The defects of this system are obvious. No examination was required as a test of his scientific knowledge, and no diploma was received from any properly constituted authority. In fact the profession has hitherto been simply a business open to any one, irrespective of his qualifications.

This state of affairs has been unsatisfactory to men who take an interest in their profession, and various attempts have been made by the older members of the profession in Canada to remedy it, by forming a Society of Civil Engineers similar to the Institution of Civil Engineers in Great Britain, and to the American Society of Civil Engineers in the United States; but hitherto little success has attended their efforts.

This Board feels confident that the establishment of the Department of Engineering in the School of Practical Science, and of the University degree of C.E. will do much to elevate the character of the profession, by affording young engineers an opportunity, both of obtaining the scientific knowledge necessary for successful practice, and of becoming properly accredited professional men. While any one is still at liberty to style himself a Civil Engineer, the fact that the number of students in the Department has steadily increased from seven in 1878, when the school was opened, to forty-one in the present session, shows that the young men of the country feel the importance of good training, and appreciate the opportunity for obtaining it which the School of Practical Science now places within their reach.

The necessity for an Assistant to the Professor of Engineering, was urged on the attention of the Government in the last Annual Report. The anticipations there stated with regard to the probable increase in the number of students have been realized, and the draughting room is in consequence inconveniently crowded. The recommendation which was made last year, that a Fellow in Engineering be appointed from among the graduates of the School at a similar salary to that assigned to Fellows of University College, viz. :—\$500 per session, is again respectfully urged upon the consideration of the Government as the most economical means of providing in some degree for the requirements of this department: this is the least costly, and in some respects the best way of providing efficient assistance. The graduates of the School are familiar with the methods of teaching, and an instructor chosen from among them would be immediately useful; whereas a stranger would require considerable instruction in the methods followed, unless, indeed, the Government is prepared to offer an adequate salary to secure the services of an experienced teacher.

The Board would also urge that measures be taken as soon as possible to provide additional room for this department. Provision has been made by the Architect for the addition of another wing on the south side of the present building, by the completion of which the necessary accommodation may be secured.

(2) *Mathematics and Physics*—

The instruction in the various branches included in this department is carried on by Professor Loudon, M.A.; Mr. Alfred Baker, M.A., Mathematical Tutor; and Mr. W. J. Loudon, B.A., Demonstrator in Physics; assisted by Mr. W. J. Reid, B.A., Fellow in Mathematics; and Mr. T. Mulvey, B.A., Fellow in Physics. This Department embraces all the branches in Mathematics and Physics required for students both of the School of Science and of University College.

The Physical Laboratory is now furnished with a valuable collection of instruments of precision in the branches of Dynamics, Sound, Light and Heat. In the last report, attention was drawn to the necessity for further additions to the philosophical apparatus,

and especially for the means of adequately illustrating the important branch of Electricity. In view of the many recent developments in the applications of Electricity to the wants of civilized life, and the novel uses for which it is now found available, Electrical Engineering is becoming a distinct profession; and as already stated in reference to the Department of Engineering, pupils are now entering the school, and applying for special training in this branch.

The provision of adequate electrical instruments of most recent design, for the purpose of instruction, can therefore no longer be delayed without impairing the efficiency of the school, and forcing Canadians to seek the requisite training in foreign countries. An appeal has accordingly been made to the graduates of the University of Toronto, and to the alumni and friends of University College and the School of Science, for funds to complete the philosophical apparatus in University College, and available for this school. Thus far the response has been gratifying. A conditional promise of aid has been received from the Board of Trustees of the University: this Board would strongly urge the Government to supplement it by an appropriation; and with such encouragement it will be justified in the belief that the philosophical apparatus available for the students of the School and College will speedily be placed on a basis alike satisfactory and creditable to both institutions.

The Elementary Laboratory, which was mentioned in last report, as then opened, has afforded valuable facilities for the students to carry on useful practical work in Physics and Engineering.

Two additional rooms for special experiments in Heat and Sound have since been fitted up, and furnished with efficient appliances for practical instruction.

The Optical room which was reported as in progress, has been completed during the past year, and is now in use by the students engaged in this important branch of study.

(3) *Chemistry*—

In accordance with the recommendation of the Board, an additional practical Laboratory has been fitted up, and placed at the disposal of Professor Pike; and the upper Laboratory set apart for the exclusive use of Professor Ellis, in carrying on the work of his department, and the practical instruction of his pupils in the school, as Professor of Applied Chemistry.

The following is a report of the work done in this department:

1. Lectures have been given to the Engineering Students in the second and third years, on the subjects laid down in the Curriculum, viz., the Chemistry of Fuel and Combustion, Explosives, Building Materials, and the Metallurgy of Iron.
2. A course of Evening Lectures on Chemistry was given last winter, the attendance on which was almost exclusively by students of the Ontario Veterinary College.
3. Instruction has been given in the Laboratory to the students pursuing the regular course of the school, and also to medical and other special students.

In the past session there were sixty-six students working in the Laboratory, classified as follows:—

Engineering students.....	23
Medical “	43
	—
Total.....	66

This session there are seventy-six students classified as follows:—

Engineering students.....	28
Medical “	43
Special “	5
	—
Total.....	76

Of the special students, one is pursuing the course for the diploma in Analytical and Applied Chemistry: two are studying to fit themselves for employment as Electricians; and two are special students in Chemistry.

Attention has already been called to the great development of Electrical Science during recent years, and any deficiency in the appliances requisite for giving adequate instruction in this important branch of study, affects the department of Chemistry, as well as other departments already referred to. During the past session, a free course of lectures on Electricity was given by Mr. Babbington, the private assistant of Professor Ellis, with an average attendance of thirty.

(4) *Biology*—

In this department, in addition to the instruction adapted to the requirements of the University for the Degree in Arts, special lectures and practical courses have hitherto been arranged for Medical students ; but, in consequence of suggestions from the Vice-Chancellor of the University, representing that the Medical Schools provide this branch of teaching for their students, these lectures have in the meantime been discontinued. But the fact that, notwithstanding the distance of the School of Science from the Hospital and Medical Schools, they attracted a class of thirty-eight students, is abundant evidence of the value attached to them.

(5) *Mineralogy and Geology*—

Professor Chapman is now assisted in the practical instruction in this department by Mr. H. R. Wood, B.A., as Tutorial Fellow. The instruction includes practical teaching in the determination of minerals, the use of the blow-pipe and assaying.

In addition to the courses of lectures on Mining and General Geology, and the training of the students of the School and College in the practical work of this department, the Professor's services are frequently called into requisition to determine the character of minerals, and the value of ores, and other products of economic interest. A large number of mineral samples have been examined free of charge, for explorers, farmers and others ; and much information has been given by letter, or personally, to numerous applicants from various parts of the Province.

(6) *Ethnology*—

This department forms a part of the honor work in the requirements for a degree in the Faculty of Arts, and the lectures are available for the students of the School of Science. The lectures embrace Physical and Philological Ethnology. The former includes Anthropology, the physical distinctions of ancient and modern races, and the influence of the Ethnical Element in History. Under the second head is included Comparative Philology, and the Science of Language.

Archaeological and Anatomical collections, including both skulls and casts of typical races, are in course of formation, and already suffice to illustrate the general system of classification of ancient and modern races, in so far as it is based on physiological evidence.

6. In concluding the report, the Board begs leave to state that, while the equipment of the School of Practical Science is still far short of what is desirable in order to adequately fit it for the accomplishment of all that is aimed at, in view of the demand for practical scientific training in this Province, and throughout the Dominion ; nevertheless, with all the advantages now derived from the co-operation of the instructors in the Department of Science of University College with those of this Institution, it is well equipped in some of its most important departments, and is able to offer to its students facilities of great practical value. The enlarged accommodation now secured for the department of Chemistry, by the much needed addition of a second practical Laboratory, is calculated to add greatly to its efficiency, and the appointment of a Fellow in the Department of Engineering, the necessity of which has been more than once urged on the attention of the Government, will enable work to be more thoroughly carried out in some important branches than is now possible.

The arrangements by which the services of the Professors, Tutors and Fellows of University College in the departments of Mathematics and Physics, of Chemistry, Biology, and Mineralogy and Geology, are made available for the students of the school, have largely added to its efficiency : with their aid, in co-operation with the Professors of the School of Science, it is now successfully accomplishing the special work for which it was instituted.

The Board begs leave to call the attention of the Government to the very defective character of the heating apparatus provided for the building, and to the report of Mr. Kivas Tully, the Architect of the Board of Works, as to the necessity for its replacement by some more adequate system of heating. The destruction of glass apparatus especially, in the Chemical Laboratories, at the annually recurring periods of very low temperature, is a constant source of wasteful expense, and in case of the prolonged continuance of unusually low temperatures during the present winter, may even necessitate the closing of the Chemical Laboratories, to prevent the injury and waste occasioned not only by the destruction of bottles, with their chemical contents, but also by the bursting of water-pipes, so as to effectually put a stop to all practical work.

In conclusion the Board desires to draw the attention of the Government to the necessity for a night-watchman. The apparatus in the departments of Engineering, Chemistry and Mineralogy, is now of great value, and much of it such as could readily be disposed of. During the present session the building has been broken into, and valuable platinum apparatus stolen from the Chemical Laboratory; in addition to injury done to the building.

A synopsis of lectures and other details relative to the work of the school will be found in the Prospectus for the past year, of which a copy is herewith appended.

All which is respectfully reported,

DANIEL WILSON,

Chairman.

TORONTO, December 9th, 1884.

4. ANNUAL REPORT OF UPPER CANADA COLLEGE.

To His Honor the Honorable John Beverley Robinson, Lieutenant-Governor of the Province of Ontario, and Visitor of Upper Canada College.

MAY IT PLEASE YOUR HONOR:—

The Principal of Upper Canada College begs leave to present to your Honor, as Visitor on behalf of the Crown, the following report:—

Number of pupils during the year ending June 30th.—1883, 243; 1884, 255.

Number of resident pupils: 1883, 116; 1884, 129.

Analysis of attendance during the year ending June 30th, 1884:—

Residence of Pupils, Parents or Guardians.	Day Pupils.	Resident Pupils.
Algoma.....	1
Bruce.....	3
Carleton.....	2
Dufferin.....	1	....
Elgin.....	1
Grey.....	2
Haldimand.....	3
Halton.....	3
Hastings.....	3
Huron.....	6
Kent.....	1
Lambton.....	8
Lanark.....	1
Lincoln.....	2
Middlesex.....	1
Muskoka.....	2
Nipissing.....	2
Norfolk.....	1
Northumberland and Durham.....	5

Ontario.....	....	1
Peel	1	3
Perth	1	4
Peterborough	1	2
Simcoe .....	....	7
Stormont, Dundas and Glengarry.....	....	3
Victoria .....	....	4
Waterloo .....	....	3
Welland .....	....	1
Wellington .....	....	4
Wentworth .....	....	21
York	122	12
Quebec .....	....	4
Nova Scotia .....	....	6
West Indies .....	....	1
United States .....	....	6
Total.....	126	129

The following constitute the staff for the year 1884-5:—

JOHN MILNE BUCHAN, M.A., Principal.

WILLIAM WEDD, M.A., First Classical Master.

JAMES BROWN, M.A., First Mathematical Master.

JOHN MARTLAND, M.A., Second Classical Master, and Resident Master in College Boarding House.

W. H. FRASER, B.A., French and German Master.

GEORGE B. SPARLING, M.A., Assistant Mathematical Master, and Assistant Master in College Boarding House.

WILLIAM JACKSON, Esq., Assistant English Master, and Master in Supplemental Boarding House.

A. Y. SCOTT, B.A., Assistant English Master, Lecturer in Chemistry, and Resident Assistant Master in College Boarding House.

G. GORDON, B.A., Assistant English Master, and Resident Assistant Master in College Boarding House.

H. BROCK, Esq., Junior Assistant English Master, and Master in Supplemental Boarding House.

A. STEVENSON, B.A., Writing Master.

SERGEANT PARR, Instructor in Gymnastics, Fencing, and Drill, and Overseer of Play ground.

J. M. BUCHAN, M.A.,
Principal.

UPPER CANADA COLLEGE,
15th December, 1884.

PART IV.

TECHNICAL EDUCATION

AND SCIENTIFIC SOCIETIES.

PART IV.

TECHNICAL EDUCATION AND SCIENTIFIC SOCIETIES.

1. MECHANICS' INSTITUTES.

Technical education for the working classes is the application of science to industrial purposes, and it should be the chief aim of Mechanics' Institutes to aid mechanics in becoming acquainted with the branches of science which are of practical application to their various trades. The Mechanics' Institutes are also intended to provide educational advantages for our youth after they leave school; when they assume the duties and responsibilities of providing for themselves. As a rule, young men have considerable spare time, that may be advantageously used for acquiring those branches of knowledge which have been imperfectly learned or wholly neglected at school; or, to make further progress in studies commenced at school.

By the Act of 45 V. c. 5 s. 2, the Education Department was empowered, subject to the approval of Your Honor in Council, to make rules and regulations "for the instruction in physical and practical science, to be given in evening classes in Mechanics' Institutes, and for the apportionment of sums of money out of any grants to be made by the Legislature for the purpose of such classes." It devolves therefore upon me to show how far this scheme for promoting the welfare and advancement of the working classes has been carried out: for this purpose I will briefly refer to the establishment and trace the progress of Mechanics' Institutes in this Province.

The first Mechanics' Institutes in the Province aided by Government, were established in Toronto and Kingston in 1835, for the purpose of organizing a system of instruction by means of lectures to classes, and for the purchase of philosophical instruments.

In 1849 the Hamilton and Gore Mechanics' Institute was incorporated for diffusing scientific and literary knowledge, by the formation of a museum and by lectures on scientific subjects. In 1851 an Act was passed for the incorporation of Mechanics' Institutes: this Act is still in use with certain amendments. The Legislative Grant to Mechanics' Institutes in this Province from 1851 to 1856 varied in amount from \$800 to \$12,400 per annum.

In 1857 the Board of Arts and Manufactures was incorporated, to assist the Mechanics' Institutes, and "to promote the development of mechanical talent among the people of this Province, by disseminating instruction in Mechanics and kindred sciences, and by affording increased facilities for the study of models and apparatus." It was also the duty of the Board to establish museums with special reference to the mechanical arts and manufactures, and to employ competent persons to lecture on these subjects. The Legislative Grant for 1857 to Mechanics' Institutes in Upper and Lower Canada was \$36,500, but up to this time there was no inspection of the Institutes and no returns seem to have been made to the Government; for I find in this year a circular was issued by the Minister of Agriculture for information as to membership, library, reading-room, evening classes, lectures and finances; but only forty-nine Institutes in this Province replied to this circular, and there are no returns showing that evening classes had been established up to this date. It is evident, therefore, that the Institutes were nothing more than circulating libraries, and there is no doubt that the Government was discouraged in its efforts to provide education for the working classes, for it is noticeable that in the following year the grant to each Institute was reduced from \$200 to \$140, and after that the grant was withdrawn altogether for several years.

In 1868, immediately after the confederation of the Provinces, the Mechanics' Institutes were placed under the supervision of the Commissioner of Agriculture and Public Works, and a clause in the Agriculture and Arts Act was assented to, that "any Mechanics' Institute having evening classes organized for the imparting of practical instruction to its pupils, or having established a library of books on mechanics, engineering,

or chemical, or other manufactures, shall be entitled to receive from unappropriated moneys in the hands of the Treasurer of the Province, for the purpose of aiding in such class instruction, or technical library, or both, a sum not to exceed two hundred dollars in any one year; provided that an equal sum was raised from local contributions."

In the same year, 1868, the Board of Arts and Manufactures was abolished and the Mechanics' Institute Association of Ontario was incorporated. The Association frequently urged upon the Directors of Mechanics' Institutes the importance of organizing evening classes for instruction, in those branches of study likely to be of most use to their operative members; believing that such means of improvement are among the most important of the several subjects contemplated by Mechanics' Institutes. After several unsuccessful appeals, the Association determined in 1873 to offer prizes of the value of \$10, \$6, and \$4 respectively, to any Mechanics' Institute establishing evening classes with an average attendance of not less than twelve persons, and not less than twenty-seven lessons; but notwithstanding this liberal offer, in only a small proportion of the Institutes were evening classes established.

In 1869 twenty-six Institutes received Government aid and conducted three evening classes

1870 twenty-four	"	"	"	"	nine	"
1871 forty three	"	"	"	"	six	"
1872 forty-one	"	"	"	"	eleven	"
1873 thirty-nine	"	"	"	"	fourteen	"
1874 forty-seven	"	"	"	"	sixteen	"
1875 fifty-four	"	"	"	"	twenty-three	"
1876 fifty-one	"	"	"	"	twenty-four	"

In 1877 the Legislative grant was increased from \$200 to \$400 to each Institute, and only \$200 had to be raised from local subscriptions; this does not seem to have had much effect in stimulating the establishment of evening classes.

In 1877 fifty eight Institutes received Gov. aid, and conducted twenty-four evening classes

1878 fifty-nine	"	"	"	twenty-four	"
1879 seventy-four	"	"	"	nineteen	"

In 1880 the supervision of Mechanics' Institutes was transferred from the Commissioner of Agriculture to the Minister of Education.

In 1880 seventy-five Institutes received Gov. aid and conducted twenty-six evening classes

1881 seventy-nine	"	"	"	thirty-seven	"
1882 ninety-three	"	"	"	twenty-seven	"
1883 one hundred and eight	"	"	"	thirty	"

From these statistics it will be seen that the objects of the Government have never been fully carried out. In the year previous to the supervision by this Department although seventy-four Institutes received aid from the Legislature, only nineteen Institutes conducted evening classes; it is evident, therefore, that many of the Institutes were merely circulating libraries, and others were only libraries and reading rooms.

On further investigation I found that a large proportion of Institutes which had received grants, were either temporarily closed or altogether defunct: nearly \$20,000 had been granted at different periods to these Institutes, and property representing nearly \$30,000 should have been accounted for, or, at any rate, whatever was remaining should be made of public benefit to the Province. Not being satisfied with this state of things, I directed Dr. S. P. May, Superintendent of Mechanics' Institutes, to visit the different towns and villages where these Institutes had been established, to meet the former directors, and other prominent persons interested in the educational welfare of the people. I also gave him instructions to visit the new Institutes applying for grants, and to explain to them the regulations of the department; because it happened that new directors, not thoroughly understanding the meaning of the Act, would frequently ask for the full sum of four hundred dollars, when they had not sufficient money from local sources to meet the requirements of the Act, and consequently such Institute, not having complied with the requirements of the Act, would soon suspend operations. I also directed Dr. May to give special attention to the importance of evening classes. The success which followed these visits

can be seen in the superintendent's report; some Institutes which had been closed for several years are now resuscitated; and out of nearly forty Institutes visited, the majority are now conducting evening classes. During the present winter no less than sixty-four evening classes will be conducted in the Mechanics' Institutes of this Province.

There is no doubt that this will prove of great benefit to all classes of our community. It is now a well established fact that the national character and commercial prosperity of a country may be advanced and promoted by thoroughly trained mechanics. The wealth and influence of competing nations are dependent on the scientific and technical education of the people, which not only enables the artisans to get through their work with more rapidity and better finish, but also effects a saving of material; therefore, the nation which cultivates the intelligence of its people will always command the highest prices for its goods.

We cannot ignore the importance of this. Every country which encourages public education in arts and science becomes more wealthy. In this Province our manufactures have not advanced in proportion to the public tastes; and notwithstanding that many of our principal manufacturers employ skilled labour from abroad, we still have to make large importations. In purchasing a manufactured article, it is now a question of taste as well as of the quality of the material, and goods which are the most beautiful in design and durable will have the preference: thus, some manufactures are unprofitable, and some manufacturers, from a lack of skill in design, do not prosper, whilst their skilled rivals are successful.

The following list of manufactures, prepared from the Dominion Trade and Navigation Report for the fiscal year, ending 30th June, 1883, shows the large amount of goods requiring skilled labor which could be manufactured in this country.

Dutiable Goods.

	<i>Value.</i>
Bagatelle tables.....	\$428
Bells.....	856
Billiard tables.....	13,700
Bird cages.....	4,549
Books printed, including bibles, etc.....	846,184
Blank books.....	87,205
Printed billheads, ch-ques, etc.....	143,280
Advertising posters, bills, pamphlets, etc.....	45,338
Maps and charts.....	17,082
Printed music, bound or in sheets.....	68,739
Valentines, Christmas and New Year's cards.....	125,330
Books binders' tools and implements.....	29,371
Braces and suspenders, belts and trusses.....	138,404
Brass, and manufactures of.....	387,278
Brick and tiles.....	170,687
Brooms of all kinds.....	4,935
Brushes of all kinds.....	112,562
Buttons of all kinds.....	443,402
Candles.....	49,243
Carriages, and parts of.....	1,173,036
Carpets not elsewhere specified.....	176,332
Cases, jewel and watch cases.....	1,405
Clocks and parts thereof, except springs.....	136,382
Clocksprings.....	2,053
Collars, cuffs, and shirt fronts of paper, linen, or cotton.....	94,547
Combs for dress and toilet, of all kinds.....	85,592
Copper and manufactures of.....	223,267
Cordage of all kinds.....	182,609
Cotton, manufactures of.....	9,957,979
Crapes of all kinds.....	197,955

Crucibles	\$7,739
Drugs, dyes, chemicals and medicines.....	1,033,058
Earthenware and china.....	675,000
Electric and galvanic batteries.....	11,679
Electric lights, apparatus for.....	31,253
Embroideries	84,998
Emery-wheels.....	9,566
Enamelled cotton, muslin or duck, etc.....	2,752
Fancy goods, including fans, artificial flowers, etc.....	462,474
Laces, braids, fringes, and other trimmings	1,306,826
Millinery	15,573
Toys, wooden and other.....	145,782
Felt for roofing.....	43,518
Fireworks.....	10,086
Flax, manufactures of.....	1,432,494
Fur caps, muffs, etc.....	160,117
Glass, and manufactures of.....	1,196,083
Gloves and mitts.....	340,285
Gold and silver, manufacture of.....	340,962
Gunpowder and other explosives.....	175,364
Gutta-percha and india-rubber, manufactures of.....	671,059
Hair, and manufactures of.....	74,001
Hats, caps, and bonnets.....	819,518
Ink, writing, and printing.....	72,670
Iron, and manufactures of.....	12,267,236
Steel, manufactures of.....	1,496,265
Ivory, manufactures of.....	5,841
Jet, manufactures of.....	27,450
Jewellery.....	662,648
Lead, and manufactures of.....	205,454
Leather, and manufactures of.....	2,020,669
Machine card clothing.....	25,594
Marble, and manufactures of.....	125,576
Metal, and manufactures of.....	402,929
Plumbago, manufactures of.....	2,141
Musical instruments.....	485,572
Oils, including linseed, lard, and petroleum.....	1,002,072
Oilcloth.....	293,487
Paintings, drawings, engravings, and prints.....	87,840
Paints and colors.....	553,715
Papers, and manufactures of, not elsewhere specified.....	1,294,768
Pencils, lead, in wood or otherwise.....	44,290
Perfumery.....	23,458
Plates engraved.....	338
Printing presses of all kinds.....	138,221
Ribbons.....	9,640
Sails, tents and awnings	32,796
Sand paper, emery cloth, etc.....	21,289
Ships and other vessels.....	29,669
Silk, and manufactures of.....	2,909,618
Slate mantels.....	2,215
School and writing slates, porcelain, drawing, etc.....	11,910
Soap.....	80,635
Stationery of all kinds, not elsewhere specified.....	104,169
Stone, and manufactures of, including grindstones.....	77,379
Straw, manufactures of.....	18,807
Telephones.....	10,360

Telegraphic instruments.....	24,640
Tin, and manufactures of.....	232,392
Tobacco, and manufactures of, including cigars, snuff, etc.....	408,451
Tobacco pipes.....	184,418
Trunks, satchels, pocket books, etc.....	58,261
Twines of all kinds.....	91,529
Varnish and lacquers.....	119,489
Watches and watch cases.....	382,799
Watch actions or movements.....	165,991
Wax, and manufactures of.....	27,396
Whips.....	36,295
Wood, and manufactures of.....	1,661,020
Wool, manufactures of.....	10,135,168
Zinc, manufactures of.....	22,338

Free Goods.

Ashes, pot, pearl, and soda.....	4,189
Bells for churches.....	27,772
Bent glass for manufacture of show cases.....	1,884
Bolting cloth.....	3,440
Books printed more than seven years.....	5,369
Canvas for manufactures.....	14,676
Chronometers.....	1,291
Communion plate.....	18,209
Drugs, dyes, chemicals, and medicines.....	905,343
Duck for belting and hose.....	16,125
Felt, adhesive, for sheathing vessels.....	5,508
Fish hooks, nets, lines, twines, etc.....	473,104
Metals, including sheet iron manufactures for ships, copper in sheets, steel, etc.....	3,976,932
Philosophical instruments.....	14,831
Pitch and tar (pine).....	22,047
Plaits, straw.....	28,222
Articles for the use of the Governor-General.....	12,192
Articles for the use of Foreign Consuls-General.....	6,061
Articles for the use of the Dominion Government.....	367,848
Articles for the use of the Army, Navy and Canadian militia....	99,084
Medals of gold, silver or copper.....	6,600
Articles for construction of Canadian Pacific Railway.....	2,006,471

The total amount of imports for the year ending 30th June,
1883, was \$132,254,022

The total amount of exports for the year ending 30th June,
1883, was \$98,085,804

These statistics are within the comprehension of every person. The capitalist, manufacturer, agriculturist, and workman can see that we are expending large sums of money in Europe and the United States, because these countries manufacture goods with better taste, or, in other words, that they have more skilled mechanics than we have. It must also be remembered, that in addition to the increased employment of thousands of persons, there is an influence produced by the general education of the people which adds to their culture, refinement, self respect and moral power, and contributes to the civilization and prosperity of our Dominion.

2. REPORT OF DR. S. P. MAY, SUPERINTENDENT OF MECHANICS' INSTITUTES.

SIR,—I have the honor to submit herewith my report on the Mechanics' Institutes and Free Libraries of Ontario.

The report of this year includes the transactions of the Mechanics' Institutes and Free Libraries in operation throughout the Province, for the year ending May 1st, 1884; also, the results of my visits made under your instructions, to those Institutes which were closed, or temporarily closed, and new Institutes applying for Legislative aid; together with remarks and suggestions for your kind consideration.

The following abstracts are taken from the Mechanics' Institutes and Free Libraries' Reports for the year. For details see Tables A. B. C.

1.—*Institutes Reporting, 1883-4.*

One hundred and eight Institutes reported this year.

It is to be regretted that the Directors of all the Institutes do not make regular returns to the Department. Some Directors seem to think it is not necessary to report, unless the Institutes over which they preside have qualified for the new grant, and others do not report, even for the year in which they receive the grant. This is a mistake, inasmuch as representing public institutions, they should send in their Annual Report as soon as convenient after the Annual Meeting on the 1st of May. It would greatly facilitate the work of the Department if the Directors would forward returns for every year.

2.—*Institutes not Reporting, 1883-4.*

Twenty-five Institutes did not report for this year.

This number includes the Institutes which have been re-organized since 1st May.

3.—*Classification of Institutes Reporting, 1883-4.*

Twenty-eight Institutes have Libraries, Reading Rooms and Evening Classes; forty-two Institutes have Libraries and Reading Rooms; two Institutes have Libraries and Evening Classes; thirty-six Institutes have Libraries only.

4.—*Receipts during the year 1883-4.*

104	Institutes received from	Members.....	\$13,636 87
84	"	" " Legislative Grants	23,258 00
46	"	" " Municipal Grants	8,689 48
25	"	" " Evening Classes.....	1,557 07
24	"	" " Scientific Lectures.....	741 92
55	"	" " General Lectures & Entertainments	4,288 87

The total receipts from all sources, including balances from previous year, of 108 Institutes reporting, was.. \$92,856 33

This includes the sum of \$50,000 belonging to the Toronto Free Library.

Fees from Members.—The fees charged for membership vary from 25c. to \$2.00 per annum. The usual fee is \$1.00 per annum.

Legislative Grant.—Three Institutes which received grants have not reported for this year.

Municipal Grant.—Some municipalities are very liberal in their annual grants to Institutes, others do not render any assistance towards their support, although it is acknowledged that they are a power for good, and indirectly a source of profit to property owners, by educating the working-classes, and improving the morals of the young. I

would be perhaps asking too much for the Legislature to compel municipalities to aid in supporting the Mechanics' Institutes in their respective localities ; but a step in the right direction would be for the Legislature to recommend and empower municipalities to expend money for this purpose. In my interviews with municipal officers in different localities, I have invariably found that personally they are in favour of assisting the Institutes, and many of them have expressed a wish that there was a clause inserted in the Act compelling them to do so.

Evening Classes.—Thirty Institutes had classes in Elementary and Technical subjects during the session.

Scientific Lectures.—During this year the Mechanics' Institute Association paid from its funds \$20 per lecture, and \$15 for expenses, was allowed to be paid from the Government Grant, provided that the lecture was free to the public. Scientific lectures are valuable in inducing a taste for the different branches of science ; if illustrated by experiments, a large audience can be entertained and instructed, and it is seldom that there are not some persons present desirous of enlarging their range of knowledge in this direction ; and the result is that such lectures are a powerful auxiliary toward the formation of Science Classes. These lectures would be more general if the Institutes could supply Diagrams, Apparatus, etc., for the use of the lecturer. I have frequently found professional and other gentlemen willing to lecture for their Institutes if they could be provided with apparatus, etc. It is well worthy of your consideration whether some assistance could not be given in this direction.

In England the Binary system of science lectures is very popular—a course is prepared on Physics, Chemistry, etc. : these are either written, or printed, and sent with the necessary apparatus, to small towns and villages where scientific lecturers cannot be easily obtained. The *modus operandi* is for one person to read and another to perform the experiments : the reason for this being that a lecturer cannot deliver a written lecture satisfactorily if he has to go to and fro between his text and the diagrams, etc. The manuscript is marked where an experiment is to be made, and the demonstrator having his "instructions," performs it at the right time. Examinations are conducted in connection with these readings, which not only test the knowledge of the persons attending, but point out the localities in which Science classes would be most likely to succeed.

General Lectures.—The Association of Mechanics' Institutes offered the sum of \$10 for one general lecture to each Institute, and expenses not exceeding \$8 were allowed to be paid from the Government Grant.

5.—Expenditure during the year 1883-4.

74	Institutes	expended for Rent	.....	\$ 4,735 73
80	"	" " Light and heating.....		3,656 00
82	"	" " Salaries		8,788 94
96	"	" " Books (general).....		29,482 43
64	"	" " Books (fiction)		3,193 91
70	"	" " Magazines, newspapers, etc.		5,437 48
*32	"	" " Evening Classes.....		3,821 27
33	"	" " Scientific Lectures		1,227 56
34	"	" " General lectures & entertainments		2,163 39

6.—Donations of Books, etc., 1883-4.

14 Institutes received donations of books, etc., value..... \$445 65

7.—Assets and Liabilities in 1883-4.

116 Institutes and Public Libraries have Assets, value.....\$331,992 77
47 " Liabilities amounting to 100,434 30

* This includes amounts paid by two Institutes for previous year.

8.—*Institutes qualifying for the Grant after 1st May, 1884.*

Aylmer expended.....	\$ 69 26	Niagara expended.....	\$ 43 00
Barrie "	37 83	Norwood "	68 37
Belleville "	133 60	Orillia "	104 18
Clinton "	38 84	Parkdale "	139 08
Chatham "	72 62	Peterboro' "	60 17
Dundas "	1 13	Point Edward "	37 31
Embro "	127 50	Ridgetown "	204 42
Forest "	139 00	Smiths' Falls "	86 22
Grimsby "	20 38	Stratford "	147 67
Hanover "	165 63	Strathroy "	40 80
Harriston "	86 69	Thorndale "	60 00
Ingersoll "	100 00	Uxbridge "	16 24
Lindsay "	190 30	Walkerton "	37 47
London "	235 27	Welland "	135 51
Markham "	65 51	Woodstock "	50 99
Newmarket "	65 47		
Niagara Falls "	10 00		

These sums were expended after 1st May, in order to qualify for the grant, and are to be deducted from the Reports of 1884-5, as belonging to the year 1883-4.

9.—*Books in Libraries and Volumes Issued.*

These returns (Table B.) are very incomplete; some Institutes not keeping any record of classifications of Books issued, and some do not even classify the Books in their Libraries. This will be remedied next year, as Inspectors have been notified that after the 1st May, 1884, the rule requiring classified returns of Books in Libraries, and the books issued during each year, will be strictly enforced.

Table C. shows the number of volumes of Fiction in each Library, and the number of volumes issued. The proportion of fiction is altogether too large: Mechanics' Institutes should not be mere circulating libraries for light reading: as when they were first incorporated it was not contemplated that any other than scientific and technical books should be paid for out of the grant.

The allowance for the proportion of fiction is a departmental rule, which was made to foster these Institutions by encouraging a taste for reading, in introducing a few of the standard novels approved of by the Department. If this privilege be continued, the Inspectors should examine the books, in order to prevent the dissemination of shallow and sensational literature, inimical to morality, and which seems a growing characteristic of many of the chief novels of the present age.

In my special report on Mechanics' Institutes in 1880, I suggested as a preventive to the overgrowth of Libraries in this direction, that only \$200 be allowed to each institute for its Library and Reading Room, and the balance to be applied to practical instruction: my experience of the past four years induces me to strongly recommend this division of the grant, except to cities and towns. I find that Directors of many of the older institutes are frequently at a loss to know how they can expend their funds for books to the best advantage: they only actually require to purchase a few modern works on science and history to keep pace with the times, and the balance of their money is expended for books, either in light literature or on subjects already largely represented on their shelves.

10.—*Reading Rooms in 1883-4.*

70 Institutes had Reading Rooms with 1030 periodicals and 667 newspapers.

As a rule, Reading Rooms in small institutes are not financially successful; the expenses are too great in proportion to the small number of members who patronize them. (See remarks on Reading Rooms in "Results of personal visits.")

11.—*Evening Classes in 1883-4.*

Thirty Institutes conducted Evening Classes during the year.

No less than twenty-three of these institutes had Classes in elementary subjects, and although there were thirteen institutes with Drawing classes, there was only one class in Physics and three classes in Chemistry. There is no doubt that there are many adult members of Mechanics' Institutes whose early education was neglected, who gladly avail themselves of this opportunity of acquiring a knowledge of writing, arithmetic and book-keeping; but it is a question worthy of consideration whether it is not the duty of Public School Boards to organize night classes for teaching elementary subjects wherever there is a demand; this has been done in Toronto with great success.

The grant for Mechanics' Institutes should be applied to supplying technical education for the working classes, which really means instruction in the various branches of industry: there are, however, rural districts where it may be beneficial for Directors of Mechanics' Institutes to establish classes in elementary subjects, and I do not wish to detract from the good work they are accomplishing, but rather to direct more attention to the study of science.

Your encouragement of Drawing Classes will do much to prevent Elementary Classes being started in new places; and as drawing is really the stepping stone to the study of science, I do hope ere long that you will be able to hold out the same inducements for conducting Science Classes, as you have already so liberally done for Drawing Classes. In older countries great attention is given to providing Science Classes for mechanics. I will therefore give a short sketch showing what is being done in that direction.

Science Schools in England.

In 1853, soon after the first Universal Exhibition, in the speech from the Throne, Her Majesty stated, that "the advancement of the Fine Arts and Practical Science will be readily recognized by you as worthy the attention of a great and enlightened nation. I have directed that a comprehensive scheme shall be laid before you, having in view the promotion of these objects, towards which I invite your aid and co-operation." This scheme, dated 15th March, 1853, provided for the establishment of local institutions for teaching Practical Science, the same having already been done for teaching drawing and modelling.

The Science and Art Department was then created; it was under the control of the Board of Trade until 1856, when its management was transferred to the Education Department. From 1853 to 1858, experimental science schools were maintained in different localities, but the general system for establishing science classes throughout the whole country, was not adopted until 1859.

The first examination of Teachers of Science was held in this year, and a number of new schools and classes were formed; so that in May, 1861, at the first general and simultaneous examination of classes, there were thirty-eight classes with 1,330 pupils.

The progress since that date will be seen from the following three decennial periods:

1862.....	70 schools with	2,543 students in	140 classes.
1872.....	948 " "	36,782 " "	2,803 "
1882.....	1,403 " "	65,581 " "	4,881 "

The following year still shows an increase:

1883.....	1,421 schools with	75,054 students in	5,281 classes.
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In 1883, examinations were held in 1,032 Provincial centres, and 102 Metropolitan centres; 47,882 students from Science Schools came up for examination; also, 7,290 students from other schools; 79,551 papers were examined, and 52,651 papers were passed. The payments on results of instruction amounted to £45,223 9s. 1d.: payments were made to 1,998 teachers, the average payment per teacher being £22 12s. 8d. The teacher must have given at least twenty-eight lessons, and each student must have received not less than twenty lessons.

Scholarships and Prizes.

In 1858, Sir Joseph Whitworth founded scholarships of the total value of £3,000 a year, and vested them in the Minister of Public Instruction, for the purpose of promoting mechanical industry, by aiding young men in acquiring proficiency in Engineering. In the first year, sixty exhibitions of £25 were given.

These scholarships were then increased, ranging from £25 to £200, and it was possible for the same scholar to receive during his tenure of the scholarship, a total amount not exceeding £800.

By the regulations of 1880, still in force, twenty-five scholarships ranging from £100 to £200 are open for competition. Aid is given for the creation of scholarships in connection with elementary schools, ranging from £5 to £10. One scholarship is allowed for every 100 pupils in the school. Aid is also given to enable students to complete their education at some institution where scientific instruction of an advanced character may be obtained; grants of £25 per annum for three years being made for this purpose.

There are royal exhibitions of the value of £50 per annum, tenable for three years, at the Normal School of Science, and Royal School of Mines, London, or at the Royal College of Science, Dublin. National scholarships are also given entitling the holder to free instruction, and a maintenance allowance of £1 10s. 0d. per week for forty weeks in the year.

By the establishment of these Science Schools for the education of mechanics, England has retained her pre-eminence in the various manufactures. The supreme skill and intelligence of the workmen, with their new adaptations and improvements, promoting the subdivision of labour and the use of machinery, have more than repaid the country for its enormous outlay in this direction. This is distinctly shown in a recent report on Technical Instruction in England. The Royal Commissioners say, "Great as has been the progress of foreign countries, and keen as is their rivalry with us in many important branches, we have no hesitation in stating our conviction, which we believe to be shared by continental manufacturers themselves, that, taking the state of the arts and manufactures as a whole, our people still maintain their position at the head of the industrial world. Not only has nearly every important machine, and process employed in manufacturing, been either invented or perfected in this country in the past, but it is not too much to say, that most of the prominent new industrial departures of modern times are due to the inventive powers and practical skill of our countrymen. Machinery made in this country is more extensively exported than at any former period. The best machines constructed abroad, are, in the main, made with slight, if any, modifications, after English models. A large proportion of the power looms exhibited and used in the continental weaving schools, has been imported from this country. In the manufacture of iron and steel we stand pre-eminent, and we are practically the naval architects of the world."

Foreign Schools of Science.

Nearly every continental state has technical schools for training workmen: with the exception of the proceeds from a small fee charged to the students, these schools are maintained at the expense of the several states. As it would take up too much space even to enumerate all the schools, I shall show their influence and the estimation in which they are held by British experts, by giving a brief extract from the report of the Royal Commissioners already referred to, who say, "Your commissioners believe that the success which has attended the foundation of manufacturing establishments, engineering shops and other works on the continent, could not have been achieved to its full extent in the face of many retarding influences, had it not been for the system of high technical instruction in their schools; for the facilities for carrying on original scientific investigation; and for the general appreciation of the value of that instruction, and of original research which is felt in those countries."

Technical Education in the United States.

There is probably no nation on earth more keenly alive to the necessity of providing practical scientific instruction for the working-classes than the republic of the United

States, and fortunately for the rising generation, its importance was foreseen by the former legislators of that country, who by a sagacious scheme of statesmanship secured, for the endowment of superior and technical education, large sections of land in some of the now most flourishing states, when they were only prospective territories.

In a recent report on Industrial Education in the United States, I find that the amount derived from the sale of United States land or scrip, by thirty-six Agricultural Colleges and Scientific Schools, is \$7,500,000. A large number of the Colleges of the Agricultural and Mechanic Arts derive their income chiefly from the land grant of 1862, but there are others supported by liberal appropriations from the various states, and some by princely gifts from individuals.

At the present time there are eighty-six schools of Science in the United States, with 15,957 students. These institutes are well equipped with apparatus, libraries, etc. Mr. Mather, the Royal Commissioner appointed to visit the United States, says of the students of these schools, "I have met in almost all the manufactories I have visited, from mining, iron and steel manufacturing, through all the mechanic arts, up to watch-making and sewing-machine manufacturing, evidences of the influence of the technical schools."

Results of Personal Visits.

In accordance with your instructions I issued the following circular :

“DEAR SIR,—I am directed by the Hon. Minister of Education to inform you that I am appointed to visit several Mechanics’ Institutes in this Province, for the purpose of endeavouring to place them on a sounder basis, and to establish branch Art Schools in connection therewith.

I intend visiting _____ on _____ and shall be pleased to meet you, with any other gentlemen who are likely to take an interest in promoting this scheme, which from its educational advantages will be of benefit to the industrial, classes and eventually aid in increasing the commercial wealth of our country."

This circular was sent to clergymen, mayors, reeves, school inspectors, postmasters and other prominent gentlemen in the towns and villages I intended visiting. In all cases I received prompt responses, and I take this opportunity of expressing my grateful thanks for the cordial welcome I received ; in every place I found some persons ready and willing to leave their business to aid me in convening meetings, or calling on the influential representatives of their town who would be most likely to take an interest in promoting the welfare of a Mechanics' Institute.

On investigation I found that many of the old institutes were compelled to close for want of sufficient funds to meet their expenses. In some instances the whole revenue from membership, etc., was not sufficient to pay the working expenses of the reading room. One of the chief causes of failure was establishing reading rooms without sufficient income to support them. As the directors told me, these were started in good faith, several young men would at first join, but after the novelty wore off they discontinued their membership, and the means of support was removed.

It was supposed, and very justly too, that reading rooms would be of great benefit to young men in providing intellectual amusement, and keeping them from evil company ; but experience has shown that a few newspapers or magazines do not interest them so much as skating, dancing, etc. ; and a means had to be provided which would counteract by its own attractiveness the influence of these amusements.

When I pointed out the advantages of evening classes, and especially of drawing classes, the universal opinion seemed to be that if such classes were formed, they would be patronized by the young people, who would not only benefit themselves, but would assist in developing the manufacturing interests of our country. I have been told by prominent manufacturers that they believe your scheme for Drawing Classes will not only keep the institutes up to their work, but will be of incalculable benefit to the rising generation, in assisting them to obtain that technical and practical education required in order to become successful mechanics.

Another cause of failure in Mechanics' Institutes was on account of their receiving a larger Legislative Grant than they were able to meet.

Some of the smaller institutes with only a few members asked for and were paid grant of \$400—this amount in some cases would be expended for books, but before the local contribution of fifty per cent. could be collected, the books would have been read, and as no new supply could be obtained, the membership would drop off, and finally there would be a collapse.

At the different meetings I endeavored to point out remedies for these evils; in the first place I recommended that evening classes should be established, instead of reading rooms; that they are more attractive, and instead of being a pecuniary loss, are a source of profit. I had only to explain the system on which evening classes are so liberally assisted, to convince every person of the truth of my statement. I also explained to them the meaning of the act and its requirements in regard to Legislative Grants, showing them that it was suicidal in these institutes to ask for larger grants than they could raise by local subscriptions to meet.

By this means I induced nearly all of the representatives of the old institutes to re-commence work, and many of the directors of new ones took my advice in asking only for such amounts as they could conveniently qualify for.

The result of these visits, together with my lecturing tour, can be judged when I state that for the ensuing year we shall have the largest number of institutes in operation since they were first established, and the evening classes will also be more than double in number.

One hundred and sixteen Institutes have applied for grants for 1884-5:

Sixty-four Institutes propose conducting evening classes in 1884-5. The following list shows the number of students so far as reports have been received:

NAME OF INSTITUTE.	Drawing.	Other Subjects.	NAME OF INSTITUTE.	Drawing.	Other Subjects.
Aurora	30	no	Midland	14	36
Arnprior	no	18	Milton	26	no
Aylmer	yes	no	Mitchell		
Barrie	14	12	Mount Forest	57	no
Berlin	32	no	Napanee	yes	no
Belleville	yes	no	New Hamburg	25	no
Bolton	yes	no	Newmarket	52	no
Bowmanville	25	36	Orillia	20	14
Blyth	no	yes	Orangeville	40	no
Bracebridge	yes	no	Oakville	35	4
Brantford	36	12	Paisley	no	2
Brockville	yes	no	Preston		
Carleton Place	16	12	Perth	15	no
Caledonia	no	yes	Paris	52	no
Clinton	yes	yes	Pentanguishene		
Collingwood	yes	yes	Petrolia	12	
Drayton	no	yes	Peterborough		
Dundas	yes	no	Prescott	63	no
Elora	21	no	Ridgetown	yes	no
Fergus	17	no	Seaforth	13	2
Galt	31	no	Smith's Falls	12	1
Garden Island	20	25	Stouffville	yes	no
Goderich	yes	no	Strathroy	18	no
Harriston	yes	no	St. George	34	no
Hespeler	no	40	St. Marys	21	no
Ingersoll	40	no	Teeswater		
Kincardine	48	no	Uxbridge	27	no
Kingston	20	43	Welland		
Lancaster	no	yes	Whitby	yes	no
Listowel			Wingham		
Lindsay	37	no	Woodstock	yes	no
Merriton	yes	no	Walkerton	yes	no

INSTITUTES VISITED.

Aurora.—This is an old established institute with a good building and a very fair library, yet little interest was taken in it during the past few years. It is now re-organized. The directors have established evening drawing classes and are entitled to a grant of \$100.

Arthur.—This institute has been closed for some years. There is a good library in the school-house. Will endeavour to establish evening classes and have qualified for a grant of \$150.

Alton.—This Institute has commenced under very favourable circumstances, the President, Mr. Wm. Algie, having had considerable experience in the management of Mechanics' Institutes. There is a good library, the institute owning the building in which it is kept. There are good prospects for evening classes. Entitled to grant of \$200.

Arnprior.—This institute has some very liberal supporters ; a suite of rooms upstairs over a store, including a reading room ; also evening classes. Entitled to grant of \$300.

Blyth.—The library is in a room behind a variety store, in a prominent situation. Have commenced evening classes, and qualified for a grant of \$60.

Bolton.—This institute has been closed since 1881. The books are kept in a store ; reading room has been abandoned and drawing classes established. Qualified for grant of \$300.

Bradford.—This institute has been closed for over two years ; the cause of failure was keeping open a reading room for several years at a cost exceeding the members' subscriptions ; were in debt about \$100 to librarian, but this has been paid off, and have now qualified for grant of \$50. The library is in a room behind a drug store, books being selected from a catalogue.

Brockville.—Institute closed, books and glass cases removed to fire hall. New officers have been elected and evening classes are proposed. Have qualified for a grant of \$300.

Bracebridge.—This institute has not reported for several years ; the books are in a photographer's store ; the librarian received all fees for care of the books. Have now re-organized, and established drawing and elementary classes. Qualified for grant of \$300.

Brampton.—Institute closed eight years. The mayor called a public meeting which was well attended ; thirty-two persons present became members, and committees were appointed to canvass the town. The library is worth over \$1,000. The inspector reports that over \$200 has been subscribed, but the institute has not yet applied for Legislative grant.

Cheltenham.—This is a new institute: library in a room behind store. Qualified for grant of \$120.

Caledonia.—New institute ; library and reading room over post-office : excellent accommodation : will conduct evening classes. Qualified for grant of \$200.

Carleton Place.—A new institute, started under most favourable auspices : the directors raised over \$1000 before they applied for Legislative Grant. They have established drawing classes and qualified for grant of \$400.

Drayton.—This is a new institute: library in a room over a store: will organize evening classes. Have qualified for grant of \$150.

Gravenhurst.—New institute. Library in a lawyer's office: rent free: no charge made for services of librarian. Some of the members proposed taking charge of evening class in elementary subjects without making any charge for same, so that the institute might get the sole benefit from the fees. Qualified for grant of \$250.

Hamburg.—This institute suffered a severe loss through the failure of a bank. There is a large reading room and good library. The directors have been liberal in their donations, have established evening classes and qualified for grant of \$200.

Ingersoll.—This institute has an excellent library, but for want of local support was unable to pay expenses. The high school has come to its assistance on condition of being

allowed to use the reference books. The directors have expended \$100 for books since my visit ; established drawing classes, and qualified for grant of \$200.

Kemptville.—This institute is closed. The old officers and the high school master promised to try and resuscitate the institute and establish evening classes ; but although entitled to grant, no application for it has yet been made.

Listowel.—This institute was closed for several years and finally the books were sold by the sheriff. The masters of the high school, with some other gentlemen, have taken up sufficient subscriptions to re-establish the institute and establish drawing classes. Has qualified for grant of \$200.

Lancaster.—This is a new institute. The directors own the building : they commenced with a reading room, but since my visit they have started the library and evening classes. Qualified for grant of \$200.

Merrickville.—This institute has been closed for several years. Mr. Merrick, M.P.P. used strenuous efforts for its re-organization. Within a week after my visit it was re-opened with seventy-six members. Has qualified for grant of \$200.

Merritton.—New institute : library kept in town hall. I held a meeting which was well attended by representative mechanics, and fifteen persons present agreed to attend the drawing classes which are now established. Qualified for grant of \$300.

Mount Forest.—This institute formerly had its library in the high school. The directors have now fitted up a room, in a prominent position on the principal street as library and reading room ; have established drawing classes and qualified for grant of \$200.

Napanee.—This institute closed in debt : a public meeting was convened when it was decided to pay outstanding accounts, purchase \$100 worth of books and establish drawing classes : this has been done. Qualified for grant of \$400.

Oakville.—The books belonging to the Mechanics' Institute have been removed to the high school. The institute has now been reorganized, drawing classes and elementary classes being established. Have qualified for legislative grant of \$200.

Oshawa.—This institute has been closed for several years. The library, containing from 500 to 600 volumes and glass cases, was sold to the mayor, Dr. Rae, for about \$100 : this gentleman has offered to hand over the books for the amount paid, should the institute reorganize. A meeting of prominent persons was held in the town hall, where the majority was in favour of establishing a reading room and drawing classes ; a committee was appointed, but no report of its work has yet been made to the Department.

Orangeville.—The library has been recently removed to a prominent drug store, well fitted and in excellent condition ; new life has been infused. Drawing classes have been established. Has qualified for a grant of \$200.

Port Colborne.—This institute has its library in the town hall. The directors will endeavour to establish evening classes : they have qualified for a grant of \$100.

Paisley.—There is a good library in the town hall : membership has been reduced to twenty-five cents : established evening classes, and qualified for grant of \$150.

Penetanguishene.—Library destroyed by fire : institute reorganized : will endeavour to establish evening classes. Qualified for grant of \$300.

Petrolia.—This institute has a good library, with free reading room : complaints were made that it is a close corporation, and members not allowed to vote for election of officers ; but the president assured me that this is not the case. Although the institute has not yet qualified for new grant, drawing classes have been established.

Picton.—This institute was closed for several years and finally the books were sold to the high school. The Chairman of the Board promised to return the books to the institute, if reorganized : this has been partly done : new directors have been elected but owing to delay in incorporating, etc., they have not yet applied for Legislative grant.

Schomberg.—This institute was closed for several years. The library is kept in saddler's shop. It has been reorganized and is qualified for grant of \$100.

Sarnia.—Books are transferred to the Municipal Council to form a Free Library ; b

though the Council has been paying rent for the old rooms, and taken possession of the books, no efforts have yet been made to establish the Free Library. The Directors of the Mechanics' Institute would have to expend about \$100 for books before being entitled to the new grant. Several prominent gentlemen in the town are in favour of reconstructing the institute, and there has been considerable correspondence with the Department on this subject; but arrangements have not yet been completed.

Teeswater.—New institute at present in town hall. In addition to books purchased last year, there is a small library, formerly in the possession of some society which met at the place. Qualified for grant of \$150.

Thorndale.—New institute, At the time of my visit had not established a library, but had a reading room in the Odd Fellows' Hall. Has since purchased books, and qualified for grant of \$100.

Walkerton.—This institute has an excellent library in the office of the Collector of Customs. Has reorganized so far as to establish drawing classes, and made the necessary expenditure to qualify for grant of \$100.

Warton.—This Institute, although not reporting, has not been finally closed: the books are kept in a store, and the librarian receives the fees from members. There is a small balance in the bank, and those interested are now endeavouring to infuse new life into the institute by lectures, etc. Will have to expend \$100 before being entitled to new grant.

Whitby.—This is one of the oldest, and was formerly one of the best institutes in the Province, but for want of local support has had a lingering existence for several years. Has reorganized, established drawing classes, and qualified for grant of \$200.

S. P. MAY.

TORONTO, 31st December, 1885.

TABLE B.—Members

MECHANICS INSTITUTE.	Number of Members.	No. of VOLUMES IN LIBRARY.									
		Biography.	Fiction.	History.	Miscellaneous.	Periodical Literature.	Poetry and the Drama.	Religious Literature.	Science and Art.	Voyages and Travel.	Works of Reference.
1. Ailsa Craig	92	190	227	144	610	41	48	....	181	107	25
2. Alexandria (last report)		22	10	67	56	27	40	....	3	10	46
3. Alliston		8	139	39	109	6	31	....	4	4	....
4. Alton	33	16	90	43	44	....	22	....	7	17	15
5. Arkona (last report)		5	67	26	186	10	24	....	50	17	3
6. Arnprior	93	3	43	6	32	29	1	....	17	5	....
7. Arthur		5	50	50	120	....	15	....	20	50	....
8. Aylmer	161	150	342	173	377	34	75	....	185	111	106
9. Ayr	156	260	677	299	553	61	68	71	188	206	37
10. Aurora (last report)											
11. Barrie	296	328	841	340	329	75	81	....	271	331	44
12. Belleville	173	74	665	184	298	....	24	20	76	96	150
13. Berlin (Free Library)											
14. Bolton	67	30	46	52	47	....	38	....	28	37	5
15. Bowmanville	85	92	364	178	312	30	28	133	83	167	33
16. Blyth	58	79	144	75	254	64	55	....	55	72	15
17. Bracebridge	29	50	220	78	141	....	47	37	57	32	....
18. Bradford (last report)		90	172	95	360	38	23	....	38	77	16
19. Brampton											
20. Brantford (Free Library)	251	486	1450	450	585	255	150	156	636	309	125
21. Brighton	68	92	233	150	159	52	36	10	167	135	17
22. Brockville (last report)		96	644	103	162	31	30	....	85	60	140
23. Brussels	128	137	121	116	330	....	33	....	103	61	15
24. Caledon	103	13	105	28	36	....	7	5	18	8	....
25. Caledonia	52	27	101	20	26	34	10	31	27	9	1
26. Carleton Place	109	20	141	25	43	....	14	....	54	32	13
27. Chatham	305	127	5125	308	368	68	81	23	158	486	40
28. Cheltenham	51	22	27	18	24	....	....	....	6	6	....
29. Clarksburg (last report)	17	32	112	29	47	16	10	....	33	23	19
30. Claude	26	81	122	108	189	12	16	17	105	77	16
31. Clinton	177	144	402	205	190	125	52	32	162	107	52
32. Collingwood	87	345	328	424	443	266	95	91	424	458	150
33. Columbus	20										
34. Drayton	60	15	36	8	8	....	3	15	7	3	12
35. Dundas	116	768	885	554	1023	....	....	....	1296	908	183
36. Dunnville (last report)											
37. Durham (last report)		210	484	142	286	1	45	....	196	62	33
38. Elora	212	548	1182	541	927	466	165	146	1180	633	189
39. Embro	79	130	319	159	117	41	37	....	23	6	21
40. Ennottsville	52	108	182	92	116	106	42	122	148	65	49
41. Exeter	86	95	436	118	172	21	72	74	108	92	76
42. Fenelon Falls	133	34	398	163	86	....	28	39	116	76	31
43. Fergus	97	199	223	369	258	403	80	178	360	207	304
44. Forest	120	112	230	60	134	....	34	73	138	39	10
45. Galt	450	270	630	330	521	467	140	153	449	270	205
46. Garden Island	134	93	226	390	239	19	119	....	684	413	92
47. Georgetown	70	66	185	104	453	....	17	....	166	42	....
48. Glenoe	130	105	95	129	151	....	39	26	49	36	20
49. Goderich	183	176	428	212	181	210	63	65	226	233	24
50. Grimsby	82	151	392	179	777	9	41	12	474	320	16
51. Gravenhurst	56	12	50	10	18	200	6	14	16	12	8
52. Guelph (Free Library)	1266	383	925	366	390	400	98	167	429	336	235

RES, ASSETS AN

Strathroy	04	60 00	
Streetsville	32	40 00	
St. Catharines	21	31 25	
St. George	19	55 00	
St. Mary's**	95	115 00	
St. Thomas (Free Librar	61	72 00	
Teeswater	35	15 00	
Tilsonburg	28	25 37	
Thorndale	00		
Toronto (Free Library) .	42		
Thorold*			
Thunder Bay*			
Vittoria*			
Uxbridge	46	300 00	
Walkerton	75	72 00	
Wardsville	01	15 00	
Waterloo	22		
Watford	40		
Welland	64	50 00	
Whitby	79	154 75	
Wartont			
Wingham	73	25 00	
Woodbridge	06		
Woodstock**	41	175 00	
Wroxeter	54	40 00	
Total	33	4735 73	3

* No Report.

† Temporarily closed.

‡ Report not received

51.

52. Gr

Libraries and Reading Rooms, 1883-4.

No. of VOLUMES ISSUED.											READING ROOM.	
Biography.	Fiction.	History.	Miscellaneous.	Periodical Literature.	Poetry and the Drama.	Religious Literature.	Science and Art.	Voyages and Travels.	Works of Reference.	Total No. of Volumes.	No. of Periodicals.	No. of Newspapers.
240	976	129	1007	106	27	.....	95	107	19	2706	.....	....
42	470	33	64	.....	20	.....	.....	53	.....	682	.....	.....
† 8	120	7	42	143	2	.....	17	11	.....	350	24	5
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2600	13	2
280	1783	110	451	4	52	71	55	310	6	3122	16	17
197	2810	251	221	324	87	.....	215	1109	.....	5214	14	8
140	1000	475	700	.....	90	50	100	359	250	3164	18	14
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1910	.....	.....
24	50	42	300	6	8	.....	20	62	.....	512	.....	.....
173	4680	106	323	650	85	109	197	161	.....	6484	17	15
35	575	50	111	76	88	.....	51	108	.....	1094	9	10
60	190	67	200	.....	25	.....	20	100	20	682	.....	.....
17	509	37	66	.....	4	10	18	19	.....	680	.....	.....
3	226	10	10	25	8	4	22	7	.....	315	.....	.....
8	108	12	51	.....	4	.....	13	20	.....	216	5	23
82	5782	120	233	150	31	16	65	226	.....	6705	23	5
42	95	7	29	.....	.....	.....	6	27	.....	206	.....	.....
.....
28	57	19	93	8	7	13	17	26	.....	268	.....	.....
420	998	362	822	1580	158	108	234	512	80	5274	29	12
420	936	360	873	321	286	263	371	726	.....	4556	14	8
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	147	.....	.....
.....	.....	.....	.....	Books not in circulation until after 1st May.	.....	.....	294	411	450	2951	4	6
217	1192	108	279	.....	.....	.....	.....	.....	.....	.....	2	12
.....
160	2307	163	228	862	48	39	242	318	1	4368	.....	.....
416	586	480	120	18	.....	.....	20	18	12	1670	8	11
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	702	.....	.....
67	934	69	132	.....	25	53	60	125	66	1531	.....	.....
75	1266	117	88	.....	35	30	56	278	.....	1945	11	28
192	2012	269	352	453	158	15	307	299	34	4091	8	6
164	1275	101	125	.....	37	54	176	93	.....	2025	.....	.....
248	6385	275	705	1000	210	135	399	715	10	10082	18	24
321	562	395	272	27	120	.....	130	143	19	1989	14	16
42	544	59	1042	.....	11	.....	23	43	.....	1764	.....	10
91	500	205	115	.....	30	12	70	110	.....	1133	.....	.....
225	2196	150	321	206	60	108	180	322	6	3774	13	16
31	1343	72	333	830	32	.....	108	69	14	2832	9	.....
7	75	6	.....	.....	4	1	4	3	.....	100	.....	.....
687	14316	801	2022	2175	267	300	615	2067	.....	23250	14	22

* No classified report kept.

† No Report.

‡ No books issued this year.

TABLE B.—Membership

MECHANICS INSTITUTE.	Number of Members.	NO. OF VOLUMES IN LIBRARY.										
		Biography.	Fiction.	History.	Miscellaneous.	Periodical Literature.	Poetry and the Drama.	Religious Literature.	Science and Art.	Voyages and Travel.	Works of Reference.	Total No. of Volumes.
53. Hanover	47											27
54. Harriston	141	102	298	119	262	284	66	110	319	119	30	170
55. Hespeler	92	172	243	162	304	17	69		180	96	50	129
56. Ingersoll	117	178	445	197	362	25	54	30	58	102	19	147
57. Kemptville												
58. Kincardine	204	106	511	113	296	378	71		137	94	105	181
59. Kingston	310	350	1450	360	180	1038	69	153	407	300	210	451
60. Lancaster	55											
61. Lindsay	101	88	289	149	220	14	30	50	107	69	40	105
62. Listowel (last report)		70	139	58	104	26	24		82	24	14	54
63. London	370	220	725	245	686	410	97	150	259	138	145	307
64. Lucan	13	51	107	86	85	8	31		32	46	5	45
65. Manitowaning	38	16	50	22	70	2	6	19	32	7	3	72
66. Markham (last report)	53	117	151	96	120	5	29		136	105	33	229
67. Meaford	110	84	302	102	149	18	39	10	66	80	45	89
68. Merrickville		50	79	75	112	47	15	51	50	55	22	55
69. Merriton	79	5	48	18	21		13		7	2		11
70. Midland	84	19	47	16	39	3	12	10	29	10	10	19
71. Milton	146	240	361	377	557	326	96		465	258	46	272
72. Mitchell	143	109	369	164	249	115	36		151	361	164	171
73. Mount Forest	80	106	92	292	108		76		145	87	16	92
74. Napanee		Not classified since Institute was temporarily closed.										
75. New Hamburg	39	19	136	24	95		23		7	9	11	32
76. Newmarket	45	60	246	94	184	19	33	23	45	110	14	83
77. Niagara	58	348	531	450	171	100	170	422	294	273	100	285
78. Niagara Falls	235	228	639	229	305	41	120		277	166	40	204
79. Norwich	73	79	431	83	204	44	33	99	47	75	32	112
80. Norwood	50	60	410	60	100	100	30	110	78	90	25	106
81. Oakville (last report)												
82. Orangeville	149	104	536	111	195		36	46	98	61		118
83. Orillia	243	107	356	152	207	12	54	27	212	136	29	123
84. Oshawa												
85. Owen Sound	180	100	445	188	419	28	40	30	124	81	34	146
86. Paisley	131	100	204	128	488	80	50	60	207	120		143
87. Palmerston	89	15	164	14	64		6		21	21	4	30
88. Paris	241	341	571	517	731	232	139	397	535	411	98	397
89. Parkdale	85	22	478	45	207	35	13	9	63	51	39	96
90. Parkhill	51	148	299	138	112	105	50	20	136	86	68	114
91. Pentanguishene (last re)		Books destroyed by fire.										
92. Perth	185	146	234	177	475	26	60		86	56	22	128
93. Peterborough	486	392	641	297	1984	112	111	186	449	335	146	463
94. Petrolia (last report)		60	484	63	172		50		77	35	25	96
95. Point Edward	120	81	221	119	180		9		153	60	4	83
96. Picton		Books sold to High School, but to be re-purchased.										
97. Port Colborne	24	36	260	83	56		40	13	89		23	60
98. Port Hope	171	198	725	162	202		31	4	135	150	27	163
99. Port Perry (last report)	70	75	292	95	230		54		194	60		104
100. Prescott	158	197	307	145	252		55	35	98	177	31	121
101. Preston	93	390	354	364		134	718		1018	533	86	135
102. Renfrew	101	153	412	185	232	189	58		174	69	23	143
103. Richmond Hill (last re)							18		72			5
104. Ridgetown	121	61	703	116	55	157		31		65	27	139

libraries and Reading-Rooms, 1883-4.

NO. OF VOLUMES ISSUED.											READING ROOM.	
Biography.	Fiction	History.	Miscellaneous.	Periodical Literature.	Poetry and the Drama.	Religious Literature.*	Science and Art.	Voyages and Travel.	Works of Reference.	Total No. of Volumes.	No. of Periodicals.	No. of Newspapers.
102	740	230	315	137	59	74	150	207	110	491	7	6
110	603	77	722	1375	43		174	182		2124	10	2
91	1457	25	76	350	103	25	9	221	35	2392	25	
125	2367	133	446	1983	89		127	334	72	5676	30	6
80	6000	125	360	3120	38	50	43	280	104	10200	28	19
Library not established until after May.											2	8
194	590	315	280	30	15	130	371			1925	16	14
Books sold, but Institute re-established.												
118	3394	194	356	258	65	8	178	374		4945	18	41
13	58	20	39	3	12		7	23	7	182		
8	115	18	18		4	4	13	7	1	188		
143	653	164	104	20	68	10	124	166	32	1484		
										600		
41	241	26	74		26		27	31		466	11	4
											3	12
89	696	120	664	115	195		246	119		2244	11	12
12	271	27	76		19		5	6		416	2	7
19	588	35	63	8	11	13	13	85	7	842		
500	1050	100	752	2000	625	120	20	700	20	5887	10	3
124	2328	182	260	130	72		192	216		3504	9	6
66	850	90	150	250	18	41	15	130	20	1630		
											3	
123	2276	80	130	54	23	27	42	97		2852		
99	2060	200	522		82		249	846	12	4070	17	7
250	1500	500	500		25		300	450		3525		
150	530	150	115		20	40	110	100		1215		
32	611	35	113		3		21	25	5	845		8
175	3129	227	2051	447	113	141	239	278		6800	33	9
10	1085	43	201	118	9	3	40	84	3	1596	11	11
104	324	70	156	10	30	13	50	128	15	900		2
132	1416	176	1620	226	81		106	233	14	4004	10	11
80	2636	152	3247	108	60	56	370	360	184	7253	22	14
										1881	5	6
										600		3
107	2971	115	236		10		31	150		3620	33	16
10	104		31		2	15		4		166		
68	1322	89	120		53	61	75	400	20	2208		
143	1096	96		497	290		199	571		2892	22	12
53	2041	75	197	288	34		56	113	2	2859		
72	1753	135	373	286	55		254	483	74	3485	12	6

* No classified record kept.

† No report.

‡ No Books issued this year.

TABLE B.—Membership,

MECHANICS INSTITUTE.	Number of Members.	No. of Volumes in Library.										
		Biography.	Fiction.	History.	Miscellaneous.	Periodical Literature.	Poetry and the Drama.	Religious Literature.	Science and Art.	Voyages and Travel.	Works of Reference.	Total No. of Volumes.
105. Sarnia (last report)	79	364	172	305	0	35	10	86	88	34	1173	
106. Schomberg	50	15	17	26	29	0	20	32	21	11	192	
107. Scarboro	56	215	328	206	233	110	51	315	187	188	34	1867
108. Seaforth	308	180	664	335	317	213	57	0	351	182	83	2382
109. Simcoe (F. Lib., last rpt)	222	1076	240	426	0	116	0	228	237	67	2612	
110. Smiths' Falls	213	221	405	241	706	82	62	0	401	231	132	2481
111. Stoneville	77	70	213	75	185	11	27	64	160	70	45	920
112. Stratford	109	179	1050	300	800	298	95	20	282	260	34	3318
113. Strathroy	281	144	613	311	272	129	72	75	207	152	60	2035
114. Streetsville	104	215	532	232	140	26	209	68	293	152	54	1921
115. St. Catharines	227	537	1722	525	686	535	168	0	581	508	84	5346
116. St. George	84	105	523	161	115	35	26	55	95	123	30	1268
117. St. Mary's	192	400	700	500	900	157	160	250	141	360	140	3708
118. St. Thomas (Free Lib.)	106	54	300	106	526	52	26	16	149	47	52	1328
119. Teeswater	83	9	18	19	30	0	0	0	6	4	0	86
120. Tilsonburg	109	105	477	67	163	132	42	16	42	35	45	1124
121. Thorndale	107	Library not established up to 1st May.										
122. Toronto (Free Library)		Not catalogued.										
123. Thorold (last report)	227	736	375	397	173	63	0	277	912	42	3202	
124. Thunder Bay												
125. Vittoria (last report)	37	35	73	140	6	13	0	16	29	17	366	
126. Uxbridge	168	354	1305	273	277	129	68	138	441	320	52	3357
127. Walkerton	38	44	344	86	258	0	27	0	92	66	28	945
128. Wardsville	37	140	250	230	430	0	40	0	100	240	40	1470
129. Waterloo	140	106	589	179	991	256	159	0	166	141	49	2636
130. Watford	36	40	101	29	396	108	10	0	5	18	34	741
131. Welland	144	152	573	148	114	0	29	0	156	241	32	1445
132. Whitby	96	118	403	192	42	72	18	163	156	213	24	1401
133. Wiarton†	34	25	125	80	84	2	16	16	19	9	4	380
134. Wingham	139	176	422	135	213	55	63	0	196	213	35	1508
135. Woodbridge (last report)		40	80	65	120	0	20	0	32	34	0	391
136. Woodstock	226	330	1260	350	380	59	77	168	353	344	195	3516
137. Wroxeter	62	162	114	207	137	41	37	39	98	67	24	926
Total	14572	16801	51448	20469	33233	10428	6823	5259	21994	17582	5937	195770

Libraries and Reading-Rooms, 1883-4.

NO. OF VOLUMES ISSUED.											READING ROOM.		
Biography.	Fiction.	History.	Miscellaneous.	Periodical Literature.	Poetry and the Drama.	Religious Literature.	Science and Art.	Voyages and Travels.	Works of Reference.	Total Number of Volumes.	Number of Periodicals.	Number of Newspapers.	
100 640	758 4402	38 1625	169 703	282 994	12 262	148 0	80 632	105 1340	8 0	1700 10598	12	15	
292 31 231 165	2340 648 1032 3588	344 22 368 335	1104 198 243 372	317 8 1226 533	90 14 117 63	0 0 114 88	437 80 139 180	424 141 0 381	0 0 0 46	5348 1142 3470 5751	13 7 29 14	17 6 7 12	
158 29 430	2408 796 3170	212 61 750	394 148 910	1733 40 160	53 18 155	0 20 410	185 79 900	1147 146 850	0 3 0	6290 1340 7735	13 14 8	7 4 6	
No books issued up to 1st May.													
8 150	43 400	31 100	47 175	0 200	0 150	0 50	0 150	1 100	11 0	144 1475	151 14	19 10	
											17000	one month.	
144 7 108 40	1848 298 150 1567	120 15 102 112	192 157 152 1042	136 808	36 10 11 61	120	372 31 12 95	216 22 159 320	72 10 10 13	3256 620 704 4058	22	10	
* 28 † 257	2555 1570	23 251	79 274	..... 135	16 187	..... .....	42 187	92 804	2	2837 3665	3	7 27
208 83	5720 324	140 115	440 122	7886 83	120 12	204 0	90 31	618 41	0 0	15426 811	42	12	
11714	137400	14265	33018	35288	5773	3261	11537	23638	1899	304816	858	683	

* No classified record kept.

† Not report.

‡ No books issued this year.

TABLE C.—Evening Classes, 1883-4.

MECHANICS' INSTITUTES.	ELEMENTARY SUBJECTS.			TECHNICAL SUBJECTS.			
	Writing, Photography and Book-keeping.	English Grammar.	Arithmetic and Mensuration	Mechanical and Free-hand Drawing.	Elements of Physics.	Chemistry.	Telegraphy.
Brantford	49		49				
Clinton	4	4	4	10			
Dundas				20			
Fergus	17	17	17				
Galt				29			
Garden Island	40	39	49		25	22	14
Goderich	19		19	19			
Guelph (Free Library)	77						
Harriston	31		15				
Hespeler	27		27				
Kingston	74	32	32				8
Lindsay				37			
Meaford	20		20				
Milton				17			
Mitchell				21			
Midland	18		18				
Orillia	21		21				
Peterborough	17			12			
Preston	24		24	24			
Ridgetown	16		24				
Seaforth	5		5	37			
Smith's Falls	30		30				
Streetsville	13	13	13	12			
Stouffville				27			
Strathroy	11	11	11			5	
St. Marys				21			
Tilsonburg	9						
Uxbridge	24		12	16			
Welland	25	25	25				
Wingham	15		14			7	
Total	586	141	429	302	25	34	22

3. REPORT OF THE ASSOCIATION OF MECHANICS' INSTITUTES OF ONTARIO.

The Sixteenth Annual Meeting of the Association was held in Toronto, September 17th, 1884. The President, Otto Klotz, Esq, called the meeting to order, and seventy gentlemen presented credentials of appointment as delegates representing their respective Institutes :

Dr. S. P. May, Superintendent of Mechanics Institutes, was also present as representing the Hon. the Minister of Education.

The President, in addressing the association, briefly referred to the very satisfactory representation of the Institutes present, to the operations of the association for the year, and to the desire manifested by the Hon. the Minister of Education to forward the views of the executive committee in its endeavours to advance the interests of the Associate Institutes.

The Secretary drew attention to the form recommended for an Accession Catalogue for the Libraries of the Institutes : Mr. Polson said that this catalogue and other forms prepared by the Secretary will much facilitate the work of the Institute Officers in making up the yearly returns to the Government.

A Delegate requested Dr. May to give information concerning the engagement of teachers for drawing classes in the Institutes, especially as to what will be recognized as constituting a "properly qualified" Teacher. In reply Dr. May said that all those who had successfully passed the examinations in drawing at the recently conducted Teachers' Vacation Class, at the Education Department, will be accepted as "properly qualified." If, however, institutes cannot get these teachers, but can secure competent teachers in their own districts, they are at liberty to do so, and the Institutes must judge of the qualifications of the persons so employed ; and the test of their ability for teaching will be apparent when the work of their pupils shall be submitted in Toronto for official departmental examination. If an Institute finds it impossible to secure a teacher in its own locality, upon application to the Education Department one will be sent, if possible, from Toronto, who could perform similar duties for several Institutes.

The subject of continuing another session the system of the free lectures of the past years was very fully discussed, when it was resolved that these lectures be continued.

The following officers were then elected by ballot :—

President,—Mr. Otto Klotz, of Preston.

Vice-President,—Rev. Father Harris, of Newmarket.

Secretary-Treasurer,—Mr William Edwards, of Toronto.

Executive Committee,—Mr. Thomas Cowan, of Galt ; Mr. N. C. Polson, of Kingston ;

Mr. J. A. Morton, of Wingham ; and Mr. A. H. Manning, of Clinton.

Auditors,—Mr. John Taylor, and Mr. J. K. Macdonald, of Toronto.

The following resolutions were then passed.

That the Executive Committee be again instructed to endeavour to procure Legislative enactment whereby Mechanics' Institutes be authorized to set apart annually 25 to 50 per cent. of their Legislative Grants for building purposes, for the erection of institute buildings.

That the Executive Committee be requested to procure Legislative enactment and departmental regulations to the effect that the expenses incurred by the various institutes in sending a delegate or delegates to the annual meetings of the Association, be allowed to be charged as a legitimate expenditure in qualifying for legislative aid.

The Sixteenth Annual Report of the Executive Committee as follows, was adopted :

The Executive Committee begs to present its Report of the proceedings of the Association for the past year :

Associate Institutes.

Last year your committee reported that the Guelph and Toronto Mechanics' Institutes had made over their entire assets and liabilities for the purposes and uses of the Free

Public Libraries in their respective cities. During the past year the institutes of Berlin, Simcoe, and St. Thomas have made their respective properties over to their municipalities for similar purposes and uses, under the recent statute.

During the year fourteen new institutes have been incorporated, and recognized by the Minister of Education, making the total number of Associate Institutes now in the Province to be 139, of which eighty-one received legislative grants during the past year.

(Statistical tables follow, showing receipts, expenditure, volumes in library, evening classes etc.) The Committee, in reference to evening classes, say :—

The number of classes (thirty) and pupils reported may appear to be small, as compared with the number of aided institutes ; yet, in the face of the more stringent rules and regulations of the past two years, it shows an advance of more than 400 per cent. over former years. Several of the institutes are already preparing for an early organization of classes, and we may, therefore, anticipate greater success for the coming session.

(The Committee also refer to the drawing classes established by the Minister of Education, and say :—)

The cry of the institutes is, “ We have not been able to institute classes for technical education, for the reason that we could not command the services of a teacher competent to teach them.” “ Send us a good drawing master.” The institute wishes you to get a good teacher for us,” etc., etc.

Roll and Record Books.

In the last annual report your committee submitted a system, devised by your Secretary, for the classification of the books in the libraries of the institutes, and for recording by a system of double entry the issue and exchange of the books. The question of the adoption of this system was referred back for action by the Executive Committee. The forms were still further improved and simplified by your Secretary, and adopted by your committee ; and twenty-two reams of paper of the Roll and Record book forms were prepared and bound up into 325 books of six different sizes, and issued with full explanatory circulars of instruction for their use, at the rate of three cents per sheet of two folios. Up to date sixty-five institutes have been supplied with these books.

Free Lectures.

In accordance with the resolution adopted at the last annual meeting, with a view of securing the delivery of “ a course of scientific lectures throughout the Province for the benefit of the Associate Institutes,” the Executive Committee carried out your wishes as far as it was possible for them to do so, considering the shortness of the time at their disposal to inaugurate the system and complete arrangements.

Your President delivered an address which was subsequently published and sent to the Associate Institutes, in which he explained a scheme he had devised to provide that one free lecture should be delivered to each and every Associate Institute.

The institutes were invited to name persons known to them as competent and willing to deliver such lectures. An advertisement was also inserted in the newspapers inviting communications from gentlemen competent and willing to engage as lecturers. On condition that the lectures should be free to the public, the Association agreed to pay \$20 for each scientific lecture, and \$8 for each lecture of a general character ; and the Honourable the Minister of Education agreed to allow the other expenses of such lectures to the extent of \$15 and \$8, respectively, to be charged by the institutes against their legislative appropriations.

It was unavoidably very late in the season before the programme of lectures and subjects was ready for distribution to the institutes, so that the number of association lectures delivered was not large. Those delivered have *generally* been well received, and in several cases have been the means of renewed activity and interest in the institutes in the community. The *average* of the attendance of the 38 free lectures was about 393.

The general testimony in respect to the association lectures is, that they were a success, and have been the means in several instances of reviving interest in the institutes ; and,

with two or three exceptions, all express their opinion that the system should be continued, only that the directors should be allowed to charge an admission fee or not, as they see fit.

Your committee, therefore, recommends that the association's system of one free lecture for each Associate Institute be continued, and that the association pay from its funds \$15 and \$10, respectively, for a scientific or general subject lecture, and also recommend that each institute supplement these grants when necessary, and be allowed to charge an admission fee to all except members of their institutes and their families.

The Treasurer's audited statement, hereto appended, shows the total receipts for the year to have been \$1,293.95; balance from the previous year, \$1,328.35; together, \$2,622.30. The total expenditure for the year has been \$1,532.28; the balance in hand in the Bank of Toronto, \$1,090.02

All which is respectfully submitted.

Signed by order of the Executive Committee,

OTTO KLOTZ, *President.*

W. EDWARDS, *Secretary-Treasurer.*

Treasurer's Analyzed Statement for the year ending July 31st, 1884.

1883.	RECEIPTS.	\$ c.	1883.	EXPENDITURE.	\$ c.
Sept. 1.	To Balance in hand.....	1,328 35	By	Printing Annual Reports and Circulars and Advertising.....	129 58
"	Legislative grant for 1883-4....	1,200 00	"	Twenty-two reams of paper, ruled, printed, and bound up into Roll and Record Books, and including allowance of \$50 to the Secretary for extra services devising and preparing same.....	434 50
"	Proceeds of Sales to Institutes of 61 Roll Books.....	45 70	"	Expenses of Executive Committee, use of hall, etc....	122 00
"	Proceeds of Sales to Institutes of 62 Record Books.....	48 25	"	Postage, books and stationery, etc.....	29 20
			"	Institutes for fees for 29 Scientific Lectures, as per list in Report.....	580 00
			"	Ditto, do. for 9 general lectures, as per list in Report.....	72 00
			"	Commander Cheyne, in expenses.....	5 00
			"	Secretary-Treasurer's salary.....	150 00
			"	Auditor's fees.....	10 00
			"	Balance in hand.....	1,090 02
		\$2,622 30			\$2,622 30

(Signed) { J. K. MACDONALD, }
 { JOHN TAYLOR. } *Auditors.*

TORONTO August 25th, 1884.

II. ART SCHOOLS.

The Governments of Great Britain, France, Germany, Belgium and the United States, have on different occasions appointed Commissioners to ascertain the value of Art Education, and they have all decided in favor of drawing being taught to mechanics and artisans, and even to young children.

As we in this Province of Ontario cannot afford to throw away fifteen or twenty years in experimenting, we must profit by the experience of other countries, finding out wherein they failed and how they succeeded.

So far back as 1836, the Board of Trade in England established schools of design in the manufacturing cities, which were liberally assisted by the Government. From 1836 to 1851, drawing and designing were taught to adults by skilful teachers, in localities where designs were required, but this plan did not succeed, because there was no demand for, or appreciation of a higher standard of art. The remedy for improving artistic taste could not be obtained either by importing or instructing designers, but by creating a demand as well as giving a supply. In this case, the supply was provided before the demand existed, and the system was a failure. Manufacturers had no encouragement to produce beautiful work, where vulgar taste, or want of education, induced people to prefer a bad design to a good one. The whole people had to be educated, and the true remedy was eventually found, by bringing up workmen, and training teachers to give every child an opportunity of developing artistic taste.

At the first Universal Exhibition in 1851, public attention was directed in England to the necessity of providing Industrial Art Education both for adults and children ; it being found that foreign competitors exhibited goods so much superior in excellence of finish and design, that the British Government was compelled to establish art schools for workmen, and for training of school teachers to be employed in teaching drawing to children. This was not done through philanthropic motives of extending educational facilities, but as a measure of self-preservation : and from that time to the present, there has been a gradual growth of Art Education in England, which has now produced stupendous results. For example, in 1883 the large number of 767,194 children and pupil-teachers were taught drawing in 4,526 Elementary Schools ; 26,424 students were in attendance in 499 Art and Science Classes ; and 35,909 students attended in 169 Schools of Art. In addition, 710 students attended the National Art Training School, and 506 students in the Dublin Metropolitan School of Art, making a sum total of over 800,000 persons taught drawing, painting or modelling in the year 1883, in the schools conducted under the direction of the Science and Art Department. The method of payment is by results, and over \$250,000 was paid during the year. It will thus be seen that, in addition to the drawing schools provided for the industrial class of the adult population, every child has an opportunity of learning how to draw ; and in this way an improved taste for beautiful and artistic designs in the different branches of trade and manufacture, is developed.

Our position in Canada at the present time is in advance of that of England in 1851, so far as a desire for excellence in workmanship and design is concerned : our people are not now satisfied with the style of the articles manufactured forty or fifty years ago : we have a more refined taste, partly created by more frequent communication with older countries ; but chiefly on account of our increased educational facilities : and the consequence is that if the Canadian manufacturers cannot produce the kind of goods required, we will have to be supplied by importations from foreign countries ; skilled workmanship can only be got from skilled and trained workmen. The questions now arise, how can we train our workmen ? What is the preparatory stage of industrial education ? In reply, I would say that drawing is the first step in industrial art education ; it cultivates the taste ; it strengthens the sense of sight, and makes us see objects truthfully.

Art in this country has long been considered as an amusement or a luxury ; it, however, stands in the foremost ranks of practical subjects ; it is valuable to every person and concerns the advancement of the rich as well as the poor ; it exercises an influence for culture and refinement, and when applied to the commonest product of labor, it increases its value. It is not the privilege of a class, but is individual and universal ; it

is one of the necessities of the workingman's education, and there is no department of science and art, or industry, where it is not called into requisition. This is self-evident from the following statement, which is taken from the census of 1881, showing the number of persons employed in various industries in the Dominion, and the particular branches of art that would be of benefit to them :—

INDUSTRIES.	NUMBER OF HANDS EMPLOYED.	ART INSTRUCTION.
Agricultural implements.....	3,656	Drawing and designing.
Bank-note engraving.....	94	" " "
Basket-making.....	227	" " "
Bell foundries.....	13	Modelling.
Billiard table factories.....	20	Drawing and designing.
Blacksmithing.....	12,451	" " "
Boat-building.....	421	" " "
Boiler-making.....	330	" " "
Book-binding.....	1,036	" " "
Boots and shoes.....	18,949	" " "
Brick and tile-making.....	4,129	Modelling.
Broom and brush-making.....	957	Drawing.
Button factories.....	470	" and color.
Cabinet and furniture factories.....	5,857	" and Designing
Car and Locomotive works.....	3,154	" " "
Carding and fulling mills.....	901	" machinery.
Carpenters and joiners.....	5,702	" and Designing.
Carpet-making.....	15	" " "
Carriage-making.....	8,713	" " "
Carving and gilding.....	418	" " modelling.
Church decorations.....	48	" " "
Corset factories.....	320	" " "
Cotton factories.....	3,527	" " color.
Cutlery.....	67	" " designing.
Dentistry.....	10	Modelling.
Dressmaking and millinery.....	7,838	Drawing.
Dyeing and scouring.....	164	Colour.
Edge tool-making.....	546	Drawing.
Engine-building.....	1,061	" machinery.
Engraving and lithographing.....	474	" and designing.
Fire-proof safe-making.....	124	" " "
Fitting and foundry-working.....	2,194	Modelling.
Floor oil cloth-making.....	20	Drawing and color.
Foundries and machine working.....	7,789	" " modelling.
Furriers and hatters.....	2,350	" " "
Glass-works.....	642	" " modelling.
Glove and mitt-making.....	532	" " "
Gold and silver-smithing.....	83	" " modelling.
Gunsmithing.....	59	" " "
Hosiery manufactures.....	1,556	" " "
India-rubber factories.....	525	" " "
Jewellers and watchmakers.....	778	" " modelling.
Lamp and chandelier-making.....	78	" " "
Last factories.....	118	" " "
Lock-making.....	175	" " "
Mathematical instrument-making.....	22	" " "
Musical.....	941	" " "
Nut and bolt works.....	153	" " "
Pail and tub factories.....	150	" " "
Paint and varnish works.....	281	Color.
Painters and glaziers.....	759	Drawing and color.
Paper manufactures.....	1,520	" " "
Paper bag and box-making.....	258	" " "
Photographic galleries.....	422	" " color.
Picture frame-making.....	2	" " modelling.
Planing and moulding mills.....	633	" " machinery.
Plaster and stucco works.....	84	Modelling.
Patterns.....	696	" " "
Printing offices.....	5,311	Drawing and color.
Pump factories.....	470	" " "
Saddie and harness-making.....	2,911	" " "
Sash, door and blind factories.....	2,878	" " "
Scale factories.....	52	" " "
Screw factories.....	66	" " "
Sewing-machine factories.....	1,188	" " "
Shirt, collar and tie-making.....	1,491	" " "

INDUSTRIES.—*Continued.*

INDUSTRIES.	NUMBER OF HANDS EMPLOYED.	ART INSTRUCTION.
Skate factories	20	"
Spring and axle factories.....	196	"
Stone and marble cutting.....	1,991	" and modelling.
Straw works.....	232	" " color.
Surgical appliances	45	"
Tailors and clothiers	13,029	" " color.
Tent and awning factories.....	36	"
Tin and sheet-iron working.....	3,685	"
Tobacco pipe factories.....	64	"
Trunk and box-making.....	626	"
Type foundries.....	56	" " modelling.
Wall-paper factories.....	50	" " color.
Wax candle and taper factories.....	27	" " "
Whip factories.....	72	"
Window shade factories.....	53	"
Wire works.....	66	" and designing.
Wood turning.....	604	" " modelling.
Wool cloth-making	6,876	Color.

We find from the preceding statement that over 150,000 persons are employed in this Dominion, to whom drawing, painting and modelling would be highly beneficial.

In Ontario, until recently, we had only two Art Schools assisted by the Government. In the Province of Quebec an annual grant of \$10,000 is made to the Council of Arts and Manufactures, for establishing free evening drawing classes: apportionments are made by the Council from this fund, varying from \$150 to \$1,700 per school.

Of course two Art Schools in this Province may remedy in a limited direction a want of taste or skill, but in comparison with our real requirements, it is like a drop of water thrown into a bucket; and I felt that the demand was greater than the supply, therefore I have had to extend my operations for the present only so far as the limited means at my disposal would allow.

The Ontario Society of Artists, which formerly had charge of the Ontario School of Art, resigned its connection with that school last summer, and it is now entirely conducted under the management of the Education Department. The society is deserving of great praise for its efforts in connection with the School of Art. The latter was founded in 1875, and received an annual amount of \$1,100 from the Legislature until 1879, when the Council found its indebtedness was so great that it had to memorialize the Government for an increased amount to pay outstanding debts, and to conduct the school in 1880. The grant was therefore increased to \$4,500. In the annual report of 1880, the Council says, "The school is growing too large, and the question of art education in the Province too important, to be conveniently managed by a voluntary association of teachers." In this report the Council prays that the sum of \$3,000 be placed in the estimates for the ensuing year. As the grant for the maintenance of the school had so much increased, it was removed to the Education Department in 1881, thus saving a considerable amount of the expenses of rent, management, etc., and allowing the students the privilege of the use of the valuable collection of plaster casts, engravings, paintings, etc., in the Educational Museum. It was also agreed to establish classes specially adapted for mechanics, teachers and Normal school students. That this is now effectually carried out is seen by the following extracts from the report in 1881, of Mr. William Mather, English Royal Commissioner on technical education in the United States and Canada: he says:—"The Ontario School of Art in Toronto is an institution supported by the Legislature of the Province, for the purpose of imparting special instruction, embracing subjects in science and art teaching suitable to mechanics, and bearing on their employment. There are evening classes adapted to workingmen. This excellent school is the commencement of an institution similar in object and appliances to our South Kensington

Museum. Although in its infancy, the instruction given is evidently valued by the various trades of the city. Out of 121 students last year, one-half were engaged in trades and manufactures; the remainder studying as teachers. The instruction is confined to drawing in every branch, and designing. I was particularly struck with the manifest relation between the work done in the school and industrial pursuits."

Soon after the Department assumed the responsibility of the entire management of the Ontario School of Art, a circular was issued to the Head Masters of High Schools, Principals of Model Schools, and Teachers of Public Schools, informing them that Free Industrial Drawing Classes would be conducted during the ensuing summer holidays, at the Ontario School of Art, the course of instruction to consist of twelve lessons each in Drawing, Practical Geometry, Linear Perspective, Model Drawing, and Blackboard Drawing from memory. One hundred and twenty-seven male and female teachers availed themselves of this opportunity to improve in the practice of drawing.

The success of the summer classes may be judged of from the following list of proficiency certificates awarded at the end of the session :—

71	teachers	passed	in	Freehand	Drawing.
102	"	"	"	Practical	Geometry.
75	"	"	"	Linear	Perspective.
48	"	"	"	Model	Drawing.
56	"	"	"	Blackboard	Drawing.

On the 11th October, a second examination was held for those who were not successful at the examination in August, when twelve teachers passed in Freehand; one in Geometry; ten in Perspective; twenty-seven in Model Drawing, and twenty-two in Blackboard Drawing.

Altogether, sixty-six full certificates, Grade B, for teaching Industrial Drawing in Public Schools and Mechanics Institutes, have been issued to teachers who attended the summer classes.

It may be supposed that only a superficial knowledge of drawing could be obtained from twelve lessons in each of the foregoing subjects, but it must be remembered that most of the teachers had received previous lessons in drawing as part of their professional education, either in the Normal School or some other Institution, and many of them had been teaching drawing for several years. The result of the examination was beyond my most sanguine expectations, and it was a great pleasure to award so many certificates, as the teachers were indefatigable in their exertions to perfect themselves in this branch of their profession; they were most industrious students, working from twelve to fourteen hours in each day. The proof of their diligence, combined with their experience, is evinced in the examination on Practical Geometry; 102 teachers presented themselves for examination in this subject, and every candidate passed; the lowest number of marks was 60%, and sixty of the students obtained the full number of 100 marks.

It is not probable that such a successful examination is known in the history of Art Education elsewhere, for we find that even in Paris, when the examination of teachers for drawing took place, about twenty years ago, on the basis of the South Kensington Training School for teachers; at the first examination, out of 171 applicants, only thirteen passed in Geometry; and at the second examination only eleven out of ninety students passed in this subject. Our Canadian students certainly had the advantage of already being familiar with Euclid in theory, and only required the further practical knowledge how to construct these figures.

As soon as it became known that many teachers had qualified themselves, the Directors of Mechanics' Institutes began to make application for teachers, and at the present time a number of Branch Art Schools in connection with Mechanics' Institutes, are in operation; this number would be considerably augmented if we could supply teachers in the districts required, several Institutes having been obliged to forego the Drawing Classes for the present for want of them.

As the Drawing Classes will be resumed next summer, it is to be hoped that there will be a sufficient number of teachers qualified to teach Industrial Drawing in all sections of the Province.

Classes will also be conducted during the holidays for those who hold Certificate Grade B. in the higher branches, or Grade A.

In a report containing the History of the Science and Art Department, issued since the establishment of these classes, I learn for the first time that similar classes have been conducted in England; special reference is made in the report to the necessity of meeting the demand for Science Teachers, consequently a system of short summer courses for teachers was organized. It commenced in 1868 by an allowance for travelling expenses to teachers to enable them to visit the South Kensington Museum and the Metropolitan Institutions. In 1869 a short course of lectures was given. In 1870 summer courses were regularly established which were fixed by the time that country teachers could spare from their holidays—about three weeks. This opportunity to improve themselves is so highly valued that annually up to 1881, only about thirty per cent. of the applicants could be accommodated. The teachers received their travelling expenses, second-class railway fare, and thirty shillings a week. The result of this was the establishment of the Normal School of Science in 1881, for imparting systematic instruction in the various branches of Physical Science for the instruction of teachers, and of students, in the industrial classes selected by competition from the examination of the Science and Art Department.

In addition to the Ontario School of Art, it was considered advisable to make other provisions for Art Education throughout the Province, and the following Institutes are now affiliated with the Ontario School of Art for examination purposes:—

- | | |
|--------------------------------|-------------|
| 1. Western School of Art | London. |
| 2. Ottawa | Ottawa. |
| 3. Alma College | St. Thomas. |
| 4. Albert College | Belleville. |
| 5. Wykeham Hall | Toronto. |
| 6. Mechanics' Institutes | |

The above Institutes are placed on a par with the Ontario School of Art, so far as examinations, certificates and awards are concerned; the same curriculum of studies is adopted; the same examination papers used; and similar certificates awarded to successful candidates in all of them.

The following medals will be awarded at the close of the season in April:—

1. A Gold Medal for the best study from the Antique in chalk, and the best ornamental design applicable to decorations of Industrial Art. Open for competition to the students of Ontario Art School and all institutes affiliated therewith.
2. A Bronze Medal for the highest number of marks on the five subjects in Grade B. Open for competition to the Ontario School of Art students, and all others, except students of Mechanics' Institutes.
3. A Bronze Medal for the highest number of marks on the five subjects in Grade B., to be competed for by the students of Mechanics' Institutes.

As will be seen from the report of the Superintendent, the Ontario School of Art is very successful, nor could room be found for all the applicants in drawing, designing and painting. I regret that we were unable to establish classes for modelling, wood carving and engraving: although circulars were issued and advertisements published, there was not a sufficient number of applicants to warrant the required expenditure.

1.—REPORT OF DR. S. P. MAY, SUPERINTENDENT OF THE ONTARIO SCHOOL OF ART.

SIR,—I have the honour to submit my report on the Ontario School of Art.

Fourth Session of the Ontario School of Art at the Education Department.

The fourth session commenced on the 30th January, 1884. The entrance examinations for the session and the closing examinations for the third session were conducted at the same time. The following is a list of the Proficiency Certificates granted:—

Elementary or Primary.—Grade B.

Freehand Drawing	25	Model Drawing	21
Practical Geometry	32	Linear Perspective	30
Blackboard Drawing	2		

Second or High.—Grade A.

Outline from the "round"	1	Shading from "round"	5
Shading from flat examples	10	Advanced Perspective	2
Drawing from flowers, etc	4	Ornamental designs	1
Plane and solid geometry	1	Machine drawing	1
Plan drawing	1		

At the same examination the following Proficiency Certificates were granted to the students of Alma College, St. Thomas :—

Elementary or Primary.—Grade B.

Freehand drawing	4	Model drawing	5
Linear Perspective	2		

Representatives of the Ontario School of Art.

Hon. G. W. Allan, *Chairman of Council*; E. B. Shuttleworth, *Secretary and Treasurer*; Messrs. Arthur Cox, J. C. Forbes, R. F. Gagen, L. R. O'Brien, A. W. Patterson, James Smith.

Representative of the Education Department.

Dr. S. P. May, *Superintendent.*

Teachers of Day Classes.

Mr. Matthews and Miss Windeat (assistant)—Freehand from Flat and Model Drawing, Practical Geometry, Linear Perspective, Advanced Perspective.
Mr. Cruickshanks—Shading and Drawing from flat and round, Flower Drawing and objects of Natural History.

Teachers of Evening Classes.

Mr. Revell, with Miss Windeat and Mr. Reading as assistants—Freehand from flat, Model Drawing, Ornamental Design, Linear Perspective, Practical Geometry, Plane and Solid Geometry, Advanced Perspective.

Mr. Cruickshanks—Same subjects as Day Classes.

Mr. Dunbar—Modelling in Clay.

Teacher of Painting Classes.

Mr. Matthews—Oil and Water Colours.

Examiners.

Messrs. * L. R. O'Brien, R. F. Gagen, James Smith, E. B. Shuttleworth, Dr. May (Chairman).

PROGRAMME OF STUDIES.

Elementary Classes.—Freehand Drawing from flat examples, Freehand Drawing from models, Practical Geometry, Linear Perspective.

Advanced Classes.—Shading from flat examples, Advanced Perspective, Outline Drawing from the round, Shading from the round, Drawing Flowers and objects of Natural History.

Technical Instruction Classes.—Plane and Solid Geometry, Ornamental Design (shading from the flat and round), Linear Perspective.

Painting Classes.—Painting in Oil Colours, Painting in Water Colours.

Modelling Classes.—Modelling in Clay.

* Mr. O'Brien resigned in March, and Mr. A. D. Patterson was appointed.

Students for the Advanced Drawing Classes, and the Oil and Water Colour Painting Classes, must pass the necessary examinations. This applies to Afternoon and Evening Classes.

Students must take at least twelve consecutive lessons in any subject for which they enter, and shall take up Practical Geometry before Perspective.

Students will have access to the Art Library of the Education Department, and be allowed to copy from the paintings, sculptures, etc., in the Educational Museum.

TERMS.—Afternoon Classes—Elementary and Advanced Classes, \$6 per term of thirty-six lessons. Evening Classes—specially available for mechanics, teachers, and Normal School students, \$3 per term of thirty-six lessons.

(The fees of teachers and Normal School students were reduced to \$1.50 per term of thirty-six lessons).

The classes will be conducted as follows :—Afternoon Classes—Mondays, Wednesdays, and Fridays, from 2 p.m. to 4 p.m. Evening Classes—Mondays, Wednesdays, and Fridays, from 7:30 p.m. to 9:30 p.m.

Painting classess, \$6 per term of twelve lessons ; modelling in clay, \$6 per term for Day Classes, and \$3 per term for Evening Classes.

Fees to be paid strictly in advance.

Occupation of students and purposes of study :—

OCCUPATION.	PURPOSE OF STUDY.	No. of Students
<i>Afternoon Class.</i>		
Telegraph Operators.....	Artist.....	Males. 1
Art students.....	Artists.....	3
No occupation.....	Improvement.....	1 Females.
Governess.....	Teaching.....	1
No occupation.....	“.....	28
“.....	Improvement.....	17
Total.....		51
<i>Evening Class.</i>		
Architect.....	Improvement.....	Males. 1
Art students.....	Artists.....	2
Book-keeper.....	Improvement.....	1
Book-binder.....	Technical.....	1
Cabinet-maker.....	“.....	1
Carpenter.....	“.....	1
Clerks.....	Improvement.....	4
Clerk.....	Artist.....	1
Cutter.....	Improvement.....	1
Engravers.....	Technical.....	9
Jewellers.....	“.....	1
Lithographers.....	“.....	2
Marble-cutter.....	“.....	1
Normal school students.....	Teaching.....	13
No occupation.....	Improvement.....	5
Painters.....	“.....	2
School pupils.....	“.....	16
Sign writer.....	Artist.....	1
Tinsmith.....	Technical.....	1
Wood carvers.....	“.....	2
		Females.
Art students.....	Improvement.....	2
“.....	Teaching.....	1
Music teacher.....	“.....	2
Milliners.....	Improvement.....	2
Normal school students.....	Teaching.....	9
No occupation.....	Improvement.....	6
“.....	Teaching.....	7
“.....	“.....	2
“.....	Indefinite.....	2
Public school teachers.....	Teaching.....	15
Total.....		112

The Modelling Class was discontinued, there not being a sufficient number of students to warrant the necessary expenditure in connection therewith.

The teachers were paid as formerly \$4 per lesson, and the assistant teachers \$3 per lesson. The examiners were paid same fees as teachers, viz. : \$4 per night.

The following list shows the number of students that passed the examination at the end of session :—

Elementary or Primary—Grade B.

Freehand drawing.....	23	Model drawing	28
Practical geometry ..	30	Linear perspective.....	17
Blackboard drawing	4		

Second or High—Grade A.

Outline from the “round”	4	Shading from the “round”.....	7
Shading from flat examples	5	Advanced perspective.....	7
Drawing from flowers.....	8		

FROM ALMA COLLEGE, ST. THOMAS.

Elementary or Primary—Grade B.

Freehand drawing.....	10	Model drawing.....	3
Practical geometry ..	3	Linear perspective	1

Second or High—Grade A.

Advanced perspective	3
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FROM WYKEHAM HALL, TORONTO.

Elementary or Primary—Grade B.

Freehand drawing....	5	Model drawing	3
Practical geometry.....	4	Linear perspective.....	1

Second or High—Grade A.

Shading from flat examples	1
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REPORT OF THE TREASURER OF THE SCHOOL OF ART FOR SESSION ENDING 25TH APRIL, 1884.

RECEIPTS.	\$ c.	EXPENDITURE.	\$ c.
Balance on hand.....	56 58	Teachers' and Examiners' Fees.....	1,005 00
Students for day classes....	302 25	Appropriation to G. Hallen	35 00
Students for evening classes	213 25	Sundries	7 50
Government allowance.....	552 50	Balance in Bank.....	77 08
Total.....	1,124 58	Total.....	1,124 58

Soon after the close of the session the Ontario Society of Artists resigned its connection with the Ontario School of Art, and the school is now under the direction of the Minister of Education.

As the necessity of providing increased facilities for the teaching of drawing in our Province had been frequently referred to by prominent educators, (including Dr. McLellan, who says in his Report to the Minister of Education, in December, 1883 :—"I am of opinion that drawing should be taught in all the Public Schools. That the course should be continued in the High Schools—made OBLIGATORY. That evening classes of teachers in training in the County Model Schools shall receive some instruction in drawing, and the methods of teaching it. That the subject shall be so well taught in the Normal Schools that all teachers trained in those institutions shall be qualified to teach it in any "County Model School or High School,") the Minister directed me to send the following circular to the Head Masters of High Schools, Principals of County Model Schools, and the Inspectors of Public Schools :—

"SIR,—The Honorable the Minister of Education having taken into consideration the importance of making Industrial Drawing a part of our educational system, has directed me to inform you that it is proposed (should there be a sufficient number of applicants) to conduct special Free Industrial Drawing Classes at the Ontario School of Art, Education Department, during the ensuing summer holidays, for the benefit of Public and High School Teachers.

These Classes will be conducted by professional Art Instructors, and will continue four weeks; the course will consist of 12 lessons on each of the following subjects :—
1. Freehand Drawing from flat examples. 2. Practical Geometry. 3. Linear Perspective. 4. Model Drawing. 5. Blackboard Drawing from memory.

At the close of the session, examinations will be held and successful candidates will be awarded certificates of proficiency.

As it is proposed to establish Drawing Classes in connection with the Mechanics' Institutes throughout Ontario, Teachers who hold certificates will have an opportunity of augmenting their salaries, and at the same time imparting technical instruction which will aid in developing the manufacturing industries and wealth of our Province.

Should any of your Teachers be desirous of attending these classes, please notify me without delay, as it is necessary to know, before final arrangements are made, whether the attendance would be sufficient to justify the outlay. Due notification of the time classes will commence will be sent to each applicant."

Toronto, 21st May, 1884.

In response to this circular 127 Teachers made application for admission, and the Drawing Classes were commenced on the 15th July.

The Public Schools, County Model Schools, High Schools, and Collegiate Institutes, were represented by 67 male, and 60 female teachers.

Classes were conducted in Freehand drawing, Model drawing, Practical geometry, Linear perspective, and Blackboard drawing.

The Teachers as students, were most assiduous in their labours to qualify themselves to teach drawing, working on an average for 12 hours per day during the whole term.

The results from this constant application were beyond the most sanguine expectations of those interested in the success of this scheme. The Classes were closed on the 15th August, when the following proficiency certificates were awarded :

Freehand Drawing	71	Linear Perspective	75
Model Drawing	48	Blackboard Drawing	56
Practical Geometry	102		

At the close of the examination a Conversazione with an Exhibition of Students' work was given; it was very largely attended, and the visitors passed high encomiums on the excellence of the work done during the session.

The opinions of the Students as to the amount of good derived from the establishment of summer classes for teaching industrial drawing, may be judged from the following extracts from an address presented to you by the Students at the close of the Session.

"At the present time prominence is given to Drawing in the Normal Schools, so that now all who take a course in these institutions receive a training in this subject, but the

great mass of those actively engaged in teaching were without the means of obtaining such instruction, until under your administration there was offered them the privilege of attending a special session of the Art School, at a time when they could avail themselves of its advantages; and now at its close we desire to express to you our appreciation of your efforts to promote art education, and of your thoughtful kindness in making the instruction given in these classes so freely accessible to all.

"Now that the work of Art Education has been so successfully commenced, we trust that you may see your way to continue it and to make it effective throughout the whole Province. We venture to express the opinion, that if Schools of Art instruction be established in the various county centres, to do work similar to that which has been done at this session, they would be gladly attended by many who have found it altogether impossible to come to Toronto."

A second examination was held on the 11th October, to give those an opportunity of competing for certificates who had not sufficient time to complete the whole work of the summer session, or who required more practice or manipulation.

At the examination the following certificates were granted:

Freehand Drawing	12	Perspective	10
Model Drawing	27	Blackboard Drawing	22
Geometry	1		

Altogether 66 full certificates for teaching Industrial Drawing in Public Schools and Mechanics' Institutes were awarded to the Teachers who attended the summer classes.

FIFTH SESSION OF THE ONTARIO SCHOOL OF ART AT THE EDUCATION DEPARTMENT.

This session commenced on the 13th October. At the entrance examination the following certificates were granted:—

Freehand Drawing	3	Linear Perspective	3
Model Drawing	3	Blackboard Drawing	2
Practical Geometry	2		

The following teachers were appointed by the Minister of Education:—

Elementary and Advanced Drawing.

Principal.—Mr. W. Cruickshanks, A.R.C.A., Graduate of the Royal Academy, London, and Studio Yvon, Paris. Mr. Arthur Reading. Miss Windeat, Miss Bell Smith.

Painting in Oil and Water Colors.

Mr. A. Dickson Patterson, A.R.C.A., Art Department, South Kensington, London.

COURSE OF INSTRUCTION.

Elementary or Primary.—Grade B.

1. Freehand Drawing from flat examples.
2. Practical Geometry.
3. Linear Perspective.
4. Model Drawing.
5. Memory and Blackboard Drawing.

Students must pass the necessary examinations in two of these subjects before they can be permitted to study in the advanced classes.

Second or High.—Grade A.

1. Shading from flat examples.
2. Outline Drawing from the round (casts or nature).
3. Shading from the round.

4. Drawing from flowers and objects of Natural History.
5. Advanced Perspective.
6. Descriptive Geometry and Topographical Drawing.
7. Drawing from dictation.
8. Machine Drawing.
9. Building Construction.
10. Industrial Design.

Special Subjects.

1. Painting in Oil and Water Colors.
- *2. Modelling in Clay and Wax.
- *3. Wood Engraving, including Pictorial work.
- *4. Wood Carving.

TERMS :

Afternoon Classes in Drawing.—\$6 per term of thirty-six lessons.

Evening Classes in Drawing.—\$3 per term of thirty-six lessons.

Teachers and Normal School students are admitted to these classes at half rates.

Painting Classes—\$6 per term of twelve lessons.

Modelling Classes.—\$6 per term of twenty lessons.

Wood Engraving Classes.—\$6 per term of twenty lessons.

Wood Carving Classes.—\$6 per term of twenty lessons.

Fees to be paid in advance.

The classes will be conducted as follows :—

Afternoon Classes.—Mondays, Wednesdays and Fridays, from 2 p.m. to 4 p.m.

Evening Classes.—Mondays, Wednesdays and Fridays, 7.30 p.m. to 9.30 p.m.

Painting Classes.—Saturdays, 12 to 2 p.m.

Certificates and Awards.

Gold Medal for General Proficiency, presented by the Honorable the Minister of Education.

Certificates entitling the holder to teach Industrial Drawing in Public Schools will be granted to successful candidates in Grade B.

Certificates entitling the holder to teach in High Schools, County Model Schools, Mechanics' Institutes, and Industrial Art Schools will be given to successful candidates in Grade A.

Certificates for the special subjects will also be granted.

Proficiency certificates will be given for each subject, so that it will not be necessary for students to pass in all the subjects at one time.

These certificates will be valuable to mechanics and the industrial classes, being a proof of their industry, perseverance and proficiency in studies applicable to their various employments.

The certificates and awards are open for competition to students in all institutions in affiliation with the Ontario School of Art.

Purposes of the School.

The aim of the Ontario School of Art is to prepare teachers who may be required for teaching industrial drawing in Public and High Schools, Mechanics' Institutes and Industrial Art Schools; also, to provide technical instruction and art culture for persons employed in the various trades, manufactures, etc., requiring artistic skill.

The Educational Museum and Library.

The Museum, which is accessible to students for purposes of study, contains a collection of several thousand reproductions of art:—consisting of antiquities; ancient and

*These classes will not be conducted unless there be a sufficient number of applicants to warrant the expenditure therewith.

modern statuary ; paintings and engravings of the celebrated masters of the Italian, German, Flemish, French and English schools ; illustrations of decorative art, including metal work, carved ivory and wood, pottery, porcelain and glass, textile fabrics, embroidery, carvings on ivory, electrotypes, etc.

The Library contains a large collection of publications on art applied to science and manufactures ; books of instruction on drawing and painting ; and illustrated books containing etchings, engravings, and wood-cuts of the pictures and sculptures in the principal galleries of Europe.

The Art School Rooms are well equipped with modern art studies and appliances for the rapid advancement of students.

To prevent overcrowding, it has been decided to take only a limited number of students, who will be received in the order of their application.

The following detailed statement shows the occupation of the students in attendance in the Drawing Classes this session, and their purposes of study :

OCCUPATION.	PURPOSE OF STUDY.	No. of Students.
<i>Afternoon Class.</i>		Males.
Clerk	Improvement	1
No occupation	"	2
Student	Artist	1
		Females.
Music Teacher	Teaching	1
No occupation	"	20
	Improvement	25
Public School Teacher	Teaching	1
Total		51
<i>Evening Class.</i>		Males.
Artist	Improvement	1
Architect	"	2
Art Students	"	2
Book-keeper	"	1
Carpenter	Technical	1
Cabinet Makers	"	2
Clerks	Improvement	4
Cutter	Technical	1
Engravers	"	13
Marble Cutter	"	1
No occupation	Improvement	2
"	Artists	2
"	Teaching	1
Normal School Students	"	2
Painters	Technical	3
Pattern Maker	"	1
School Pupils	Improvement	21
Sign Writer	Technical	1
Stair Builder	"	3
Wood Carvers	"	3
		Females.
Dress Maker	Improvement	1
Milliner	"	2
No occupation	"	10
"	Teaching	7
Public School Teacher	"	16
Total		103

It will be seen from the above that 154 students are at present in attendance on the drawing classes.

The classes of modelling, wood engraving and carving were not conducted, as there were only two applicants. It is to be regretted that mechanics and others do not avail themselves of the advantages so liberally offered them in this direction.

In the United States large sums of money are earned by students of Art Schools for this class of work.

In the day School of Art for women, at the Cooper Union, New York, the earnings of the pupils for wood engraving, painting, drawing, etc., was, \$28,932.

It is worthy of notice that we now have a systematic course of instruction in drawing. Formerly students were allowed to follow an erratic method; they selected lessons in whatever subjects they pleased, and their frequent changes made it impossible for the teachers to keep proper records of the subjects taught. It is also gratifying to know that the examinations in practical geometry have been so successful: this is probably the result of the excellence of our school system; but from whatever cause, I have no hesitation in stating that our recent examinations in this branch of industrial drawing are unsurpassed in any other country.

The importance of geometrical drawing in industrial art education is frequently referred to in the European reports on art education. In the United States it is also considered one of the most important primary branches. Walter Smith, in his instructions to teachers, says: "The study of practical art by drawing should comprehend the exactness of science by the use of instruments, as in geometrical drawing and designing. Geometrical drawing is but the interpretation and application of mathematics to industry, bringing the abstract truths of science to the concrete form of service."

The painting classes, under the direction of Mr. Dickson Patterson, are also very successful; over twenty students are in attendance. Several applicants had to be refused for want of room; some of them have entered their names and are awaiting any vacancies that may occur.

The success of these classes is probably attributable to the method of teaching introduced. Instead of the old method of copying from paintings, by which many students soon consider themselves to be artists without a knowledge of the first principles of drawing, Mr. Patterson has at the commencement adopted the course pursued at South Kensington, and has made copying from the casts in monochrome the principal study. This means that the students, whilst continuing their exercises of drawing from the round, gain at the same time an acquaintance with the handling of oil colours, and learn to draw with the brush instead of the crayon. They are trained to note the broad distinctions of light and shade in the cast, and also to note the least perceptible differences in colour, arising either from local discoloration, reflection from other objects in the room, or the color of the surrounding walls.

By this method the students gradually overcome the technical difficulties all beginners encounter at the outset, and are led to feel a reliance upon their own power of seeing correctly, and in presenting the appearance of the round object whatever it may be, whether in monochrome or full color.

The students are advanced into full color according to their proficiency.

As industrial art education is of such great importance, I have given short sketches of the work done in this direction in England, also extracts from the last official report of the Province of Quebec. Want of space prevents my referring to the many excellent drawing schools in the United States and on the continent of Europe.

ART EDUCATION IN GREAT BRITAIN.

As the Science and Art Department, South Kensington, may be said to have revolutionized the system of industrial art throughout the whole world, I have given a short historical sketch showing its formation, progress and management.

In 1835 a Select Committee of the House of Commons was appointed "to enquire into the best means of extending a knowledge of the arts and the principles of Design among the people, especially the manufacturing population of the country." The committee recommended the establishment of Schools of Design. In 1836 the sum of £1,500 was placed in the estimates for the establishment of a Normal School of Design; this school was conducted at Somerset House.

In 1841 the Government commenced giving annual grants to assist in the formation and maintenance of Schools of Design in the manufacturing districts.

In 1842 the Board of Trade took charge of these schools, but it seems to have done very little towards the general advancement of art education, for we find at the first Universal Exhibition in 1851, the principal manufactures of Great Britain were surpassed by those of other countries. This competition between different countries showed British manufacturers their true position; that notwithstanding their natural wealth of raw material, and also from their industries, the day had now arrived when they would lose their custom and their prestige as a manufacturing nation, unless they could produce goods of better finish and design.

The Government came to the rescue; the Parliamentary vote for Schools of Design was increased in 1852 to £15,055, and new principles of management were introduced. The Council of the Board of Trade was abolished, and a Department of Practical Art was constituted; the principal objects of the Department were:—

1. The promotion of elementary instruction in drawing and modelling.
2. Special instruction in the knowledge and practice of ornamental art.

Examples for drawing were sold at half cost price to Elementary Schools; classes for drawing, designing, modelling, and painting, were established at Somerset House, with a systematic course of instruction for Masters of Schools of Art: special classes were also established for training designers and for technical instruction in Art: strenuous efforts were also made to establish Schools of Art in manufacturing districts at the same time, aid towards the payment of masters being given to day and evening classes for artisans.

In 1854, the pupil-teacher system was adopted, the sum of £15 being paid to each pupil-teacher. Teachers of Elementary Schools were induced to study drawing by the offer of payment by results of their instruction to pupils. In 1857, a payment of £3 for every child who obtained a prize was given to the master who had taught him. In the same year a grant of £5 was made to every teacher of an Elementary School who passed an examination in drawing.

In this year the Department and Art Training Schools were removed to South Kensington, and a regular system of inspection of Art Schools organized.

In 1862 payments on certificates to Teachers of Elementary Schools who passed examinations were abolished, and the payments to the schools were made dependent on the results of examinations.

The success which followed the establishment of training schools for Art Masters, and the encouragement of art education by training the workmen, was now participated in by the manufacturers. The Exhibition of 1862 will long be remembered by the manufacturers of Great Britain, as the time when they really achieved their first commercial victory, when they reaped the first harvest as the product of industrial art. This was an eventful year; of pride to British manufacturers, but of gloom and distrust in themselves to manufacturers of other nations; they finding that the artistic skill and design of British goods was so excellent that they were likely to supersede all others in the markets of the world.

The French manufacturers and artisans, although said to be artists from the cradle, were now in the same dilemma as England was in 1851; but the remedy was quickly found, they sent a deputation to England, visited South Kensington, and soon had a similar training system established in their own country. It is worthy of remark, however, that owing to the progress of industrial art in Great Britain, she still holds her supremacy as a manufacturing nation, even in goods of the finest finish, requiring the most superior workmanship and highest grades of artistic skill: this was evidenced at the last universal exhibition at Paris in 1878.

The Science and Art Department, encouraged by its success and usefulness, extended its operations by establishing a systematic course of training, with its centre at South Kensington, and its ramifications extending even to the smallest villages. The general influence of the Department in the advancement and progress of trade is so appreciated, that money for its support is liberally voted in accordance with its requirements, by the British Parliament. In 1882-3 the Parliamentary vote was increased to £351,400 (about \$1,750,000). I will now show the work done, and the aid given for the promotion of Art teaching in the different institutions under the direction of the Department during the past year.

1. *Elementary Day Schools.*

Grants payable on results are given by the Department to Elementary Day Schools where drawing is taught by teachers holding Art Certificates, and 767,194 children and pupil-teachers were taught drawing in 4,526 schools in 1882-3.

Annual examinations under the direction of the Department are held in these schools and payments are made on results. The subjects of examination are :

First Grade Art.

1. Drawing to scale.
2. Freehand drawing from flat examples.
3. Freehand drawing from models.
4. Practical geometry.

This examination is of a very elementary character. Children presenting themselves for examination must have been regular attendants at the school for the last 22 weeks previous to the examination. The payments to children and pupil-teachers in this grade are as follows :—

- 1s. for every exercise marked "fair."
- 1s. 6d. for every exercise marked "good."
- 2s. 6d. for every exercise marked "excellent."

Second Grade Art.

1. Freehand drawing from flat examples.
2. Freehand drawing from models.
3. Practical geometry.
4. Perspective.

Teachers of Public Elementary Schools are also required to pass in

5. Blackboard drawing.

The second grade examinations are of a considerably higher standard than the first grade.

The payments in the second grade are as follows :—

- 5s. for every exercise in which a child passes.
- 10s. for every exercise in which a pupil-teacher or monitor passes.

501,697 children and 9,599 pupil-teachers were examined in 1882-3.

The total amount paid on results to Elementary Day Schools in 1882-3, was £28,334.

Prizes are also given to every child whose work on the first grade reaches the standard of excellence ; also, a 2nd grade prize to children, pupil-teachers and monitors who excel in the 2nd grade.

These schools are also aided by the Department with a grant of 50 per cent. of cost for the purchase of drawing examples.

2. *Training Colleges for Teachers.*

These colleges are intended for preparing students to become certificated teachers in Elementary Schools. The subjects for examination are the same as those required by the Ontario School of Art for teaching Industrial Drawing Grade in Public Schools and Mechanics' Institutes, viz. :—

1. Freehand drawing.
2. Practical geometry.
3. Perspective.
4. Model drawing.
5. Blackboard drawing.

Examinations are held in November, and payments of 10s. are made for each subject passed : students passing in all five subjects are entitled to an elementary school teacher's

certificate, which qualifies them to earn the payments conditionally made to the managers of elementary day schools, on account of the teaching of elementary drawing: prizes are also given to students who excel in these examinations.

In 1882-3, there were forty-eight training colleges, with 3,476 students in training, and 828 teachers and pupils of elementary schools, examined. 819 candidates received certificates to teach second grade drawing. The total amount paid on the results of this examination was £1,246

Grants of 50% of cost are also made to training colleges for the purchase of examples approved of by the Department.

3. *Unaided Schools and Private Students.*

In 1882-3, examinations were held for prizes and certificates in 143 schools unaided by payment from the Department; 1,570 pupils in the first grade, and 3,029 in the second grade were examined: in addition to those pupils of schools, 6,200 candidates belonging to no school were also examined: altogether 10,799 candidates; 3,886 were successful, and 884 obtained prizes at a cost of £403.

4. *Art and Science Classes.*

These classes may be held in Mechanics' Institutes, schools or other educational institutions complying with the rules of the Department, and are intended for teaching drawing, modelling, etc., to mechanics, artisans; no person is admitted under twelve years of age. The rules are stringent as to premises, good conduct, supervision, etc.

These classes are conducted by a qualified teacher at least twenty-eight times during a session, and for at least one hour at each lesson.

There were 499 Art classes in 1883, with 26,244 students. The examinations in second grade were attended by 11,761 students; out of these 3,929 were successful, and 883 obtained prizes; in addition, 173 students took prizes for works sent up for inspection.

Local examinations are held, and 10s. is paid for each subject passed in the second grade:—freehand, geometry, perspective and model drawing. Payments of £2 10s., and £3 are also made for each subject passed in the third grade; drawing from ornaments, antique; life; painting on monochrome, etc. Payments up to £2 per student are also made according to merit, for work sent up for examination, and of £1 for elementary modelling.

The total amount paid to Art classes in 1882-3, on the result of Art examinations, was £7,133.

5. *Schools of Art.*

These schools are for advanced Art education; at least 120 lessons of two hours each must be given. The following is a list of the stages of instruction:

1. Linear drawing by aid of instruments.
2. Freehand outline drawing from flat examples.
3. Freehand outline from the round.
4. Shading from flat examples.
5. Shading from the "round" or solid form.
6. Drawing the human figure, etc., from copies.
7. Drawing flowers, objects of natural history from copies.
8. Drawing the human figure, etc., from the "round" or nature.
9. Anatomical shades.
10. Drawing flowers, objects of natural history, etc., from nature.
11. Painting ornaments from flat examples.
12. Painting ornaments from the cast, etc.
13. Painting (general), from flat examples.
14. Painting (general), direct from nature.
15. Painting from nature groups of still life, etc.
16. Painting the human figure, etc., in monochrome from casts.
17. " " " in color.
18. Modelling ornaments.

19. Modelling the human figure or animals.
20. Modelling fruit, flowers, etc., from nature.
21. Forming sketches in clay of the human figure, etc., from nature.
22. Elementary design.
23. Applied designs, technical or miscellaneous studies.

The twenty-three subjects are divided into six groups.

Local examinations are held in May. The payments are as follows: 10s. for each subject in second grade; £3 for every exercise marked "excellent," and £2.10s. for every subject marked "pass" in third grade; £1 for elementary modelling; £2 for excellence of work sent up for examination; £3 for every artisan who shall have been two years in a School of Art, recommended by the Local Committee and Departmental Examiners; £15 for an Art pupil teacher in which twenty students of the industrial classes are taught, and £30 for the pupil teacher in which fifty or more such students are satisfactorily taught; £5 for every student, being, or intending to become, an art workman, or a designer for manufactures, who shall obtain a national scholarship.

The number of Art Schools in 1883 was 177, with fifteen branch classes; total number of students, 35,909. At the annual examination, 22,200 students submitted 226,415 drawings and models; 6,072 were successful, and 1,760 obtained prizes.

Fees for instruction are paid by the students, which vary for industrial students in different localities according to rate of wages, etc. When there are two schools in a town they are not allowed to lower the fees to compete with each other.

The amount of fees paid by students in 1883 was £38,594, and the payments in results, by the Department, amounted to £19,243. A limited number of Art School students receive national scholarships in the National Art Training School, with a weekly allowance of from £1 to £2 for maintenance and scholarships. The Princess of Wales scholarships of the value of £25 and £11 respectively, are open for competition to women students.

6. *Night Classes or Branch Art Schools.*

Night classes meet after 6 p.m. for teaching drawing, modelling, etc., to industrial students; these classes must meet under the instruction of qualified masters, with lessons of two hours each, three times a week for forty weeks in the year. The students of these classes have the same awards as regular Art School students. At the examination of Art Schools in 1883, no less than 19,082 students belonged to the industrial classes.

7. *National Art Training School.*

This school is conducted at South Kensington for training Art teachers, designers and Art workmen, including those who are aided by scholarships gained in Schools of Art. In addition to the sum of £5 given for a scholarship, students in the Training Schools receive a weekly allowance of from £1 to £2 per week for maintenance, also allowances up to £1.15s. 0d., to enable them to obtain certificates for teaching advanced subjects, or to study the subjects in the Museum with a special view to their application to industry.

In 1882-3 the number of students in training to become Art teachers was thirty-four, and seventeen were studying as designers or Art workmen; twenty-five of these students obtained certificates qualifying them to earn payments from the Department as teachers in Schools of Art. The students of the school won three gold, twenty-three silver, and thirty bronze medals, with thirty-six Queen's prizes in the national competition, and 130 third-grade prizes for works sent in for examination.

Three scholarships of £50 a year are offered for competition to these students.

The total number of students in attendance at the day and night classes was 710; the fees amounted to £2,987.

8. *Grants for Special Purposes.*

1. Ten pounds may be paid to each School of Art for holding examinations.
2. The Head Master in charge of an art class is allowed a payment of £5 on taking the certificate for first group in the third grade.

3. Teachers in charge of Art Schools, by taking certificates for advanced instruction, receive from £15 to £30 each.

4. Grants are made to enable a limited number of masters and students of Schools of Art to visit the South Kensington Museum and other Metropolitan Institutes, and, in special cases, foreign towns, schools and galleries.

5. Grants of fifty per cent. of cost is made to art schools and classes for the purchase of art examples: the Department holds a lien on them for five years, after that time they become the absolute property of the school: if the school closes before the end of five years, the committee has the option of transferring them to another school, returning them to the Department, or purchasing them, by paying the sum granted by the Department less one-fifth for each year the examples have been in use.

6. A grant of 2s. 6d. per superficial foot of internal area, up to a maximum of 4,000 feet, is made in aid of new buildings for Schools of Art.

9. Prizes.

In addition to the prizes already enumerated, medals and national prizes are awarded for excellence of work.

There is an annual national competition open to all the Schools of Art and art classes in the Kingdom; twelve gold, thirty silver, and sixty bronze medals being offered for competition. Two scholarships are also awarded, called "the Princess of Wales Scholarships," of the value of £25 and £11 respectively, to the two women who take the highest prizes for the year in the national competition.

Total Results.

The grand totals of persons who have been taught drawing, painting and modelling through the agency of the Department, have been as follows:—

1882	1882	1883
<u>917,101</u>	<u>909,216</u>	<u>843,135</u>

The cost of teaching 767,194 children and pupil teachers in 1883 was £27,001, 14s. 3d., and the cost of teaching 61,933 students in Art Classes and Art Schools was £24,052, being equivalent to about \$12 per annum for each student.

ART EDUCATION IN THE PROVINCE OF QUEBEC.

Free Evening Drawing Schools are conducted in the Province of Quebec, under the direction of the Council of Arts and Manufactures. These schools are maintained by apportionments from a special sum of \$10,000 voted by the Legislature for that purpose. The amounts paid to each school are from \$150 to \$1,700. In 1882 there were fifteen schools in operation, and the following table shows the subjects taught and number of students:

12	Schools taught,	Freehand drawing to	350	students.
1	"	Object drawing to	36	"
19	"	Architectural and mechanical to	349	"
1	"	Modelling to	10	"
2	"	Ladies' class to	27	"
5	"	Geometrical and mechanical to	148	"
1	"	Industrial drawing to	33	"
1	"	General class to	31	"

The total number of students in attendance in 1882, in the different Drawing Schools throughout the Province was 862, with an average attendance of 443, slightly over fifty per cent.

The Secretary frequently refers in his report to the difficulty of procuring efficient teachers. He says: "The main difficulty with which we still have to contend is the want of properly qualified teachers; we cannot hope to see the difficulty overcome till Normal Schools have a regular course in drawing, and give such instruction as will enable all teachers who obtain certificates to instruct in drawing, as in other branches." "The Sorel school was not opened, owing to the difficulty of securing suitable accommodation and an efficient teacher." The secretary recommends that in future no new schools be established, unless the following requirements are complied with.

1. That the need for a free evening drawing school exists, and that the popular feeling calls for it and gives promise of hearty support.

2. That the place should contain a certain number of inhabitants, say at least 3,000 and that it should be a place where manufacturing industries are established.

3. That the services of an efficient teacher of drawing should be available.

4. That the locality asking for the establishment of a school should agree to provide and fit up comfortable rooms for the purpose, and provide the heat, light and requirements.

The Montreal School of Art and Drawing is now carried on in the building formerly used by the Geological Department, the Council paying \$700 per annum rent for school and offices.

Toronto, 31st December, 1884.

2. REPORT OF THE WESTERN ONTARIO SCHOOL OF ART AND DESIGN, LONDON.

SIR,—On behalf of the Board of Directors of the Western School of Art I have the honour to submit the report of the school for the year ending the 31st of December, 1884.

The school opened for the first term in January, with seventy pupils for the evening classes, and with forty-seven pupils for the afternoon classes: the second or summer term commenced in April with eighty pupils for the evening, and thirty-six for the afternoon classes.

On the 30th of August, a meeting of the Board of Directors was held to confer with Dr. May, the Superintendent of the Board of Education, who was appointed by the Minister to meet the Board of Directors, in reference to the advisability of affiliating with the Ontario School of Art.

The following proposals were received from Dr. May, and by a unanimous vote of the Board were adopted.

"The school to adopt the same curriculum of study as that of the Ontario School of Art.

"The terms of study to be of the same duration and to run concurrently. Each term to consist of thirty-six lessons of three each week, the fees for the same to be \$3.

"Examinations to take place at the same time and from similar examination papers. The papers to be sent here, and placed in the charge of some one appointed by the Department of Education, who will take charge of the pupils here, and forward the papers to Toronto for examination.

"The school to receive the same advantages as the Ontario School of Art in reference to certificates, awards, medals, etc."

The winter term opened on October 13th, under the above arrangement, the same curriculum of studies having been adopted and are being carefully carried out.

The number of pupils entered was ninety for the evening, and thirty-nine for the afternoon classes, the latter classes being principally devoted to painting in oil and water colours, and modelling in clay.

The following are the number of pupils studying in the primary, or grade 13:

1. Freehand drawing	68
2. Practical geometry	74
3. Linear perspective	60
4. Model drawing	68
5. Memory drawing	30

NUMBERS IN GRADE A.

1. Shading from flat examples	10
2. Outline from the round	6
3. Shading from the round	5
8. Machine drawing	6
9. Building constructions	6
10. Industrial design	3
11. Modelling in clay	21

The number of pupils in the porcelain painting class during the year was thirty-six.

It is very gratifying to both Directors and teachers to know that the pupils have entered very heartily into the new arrangement, and are willing and also desirous to conform to the rules, as well as anxious to secure the benefits that may be derived from such source of study.

In the following report of the Secretary-Treasurer will be found the details of the receipts and expenditure in connection with the school during the year :

Receipts.

Balance on hand January 1st, 1884.....	\$113 60
Fees from pupils during the year.....	843 25
Government grant	1000 00
Interest on deposits	17 48
	<hr/>
	\$2974 33

Disbursements.

Rent, fuel, light and attendance	\$250 00
Tuition, four teachers.....	1355 00
Secretary-Treasurer's salary	75 00
Printing and advertising	37 65
Studies, models, etc.	206 00
Fittings and furniture	261 14
Repairs of models, etc.	18 00
Sundry accounts.....	85 25
Stationery, postages, etc.	8 00
Insurance	12 00
	<hr/>
	2308 04
Balance	666 29
	<hr/>
	\$2974 33

CHAS. CHAPMAN,

Secretary-Treasurer.

London, December 30, 1884.

3. REPORT OF THE ART ASSOCIATION OF OTTAWA.

SIR,—The Association was founded in 1879, and incorporated in 1883. It has been affiliated to the Ontario Government School of Art during the present year.

The objects of the Association, as expressed in its constitution, are:—"1st. The establishment and maintenance of a School of Art and Design in the City of Ottawa. 2nd. The execution of such schemes as may be found most expedient for the cultivation of art and artistic taste, and for providing a market for the work of the students of its school."

The affairs of the Association are managed by a board elected annually. The following are the officers for the current year, 1884-5:—

President—Mr. Allan Gilmour; 1st. Vice-President—Lieut.-Col. B. Chamberlin, C.M.G.; 2nd Vice-President—Dr. Hamnett Hill; Treasurer—Mr. J. W. Harper; Secretary—Mr. F. A. Dixon.

Executive Council.—Dr. J. A. Grant, F.G.S.; Mr. F. A. Wise, C.E.; Mr. J. W. H. Watts, R.C.A.; Mr. F. Checkley; Mr. J. F. Whiteavese, F.G.S.; Hon. Justice Gwynne; Mr. Thomas Fuller, R.C.A.; Mr. Herbert O'Meara; Mr. J. R. Armstrong; Mr. Achille Frechette.

His Excellency the Marquis of Lansdowne is Patron of the Association.

The society owns convenient and spacious premises and school-rooms, well supplied with casts and necessary fittings.

The school session lasts for six months in each year.

The number of the students of the school has steadily increased from eighteen in 1879, to 114 in the session 1883-4. For the session now in progress, which opened on the 1st of October, 1884, the number of students on the books, so far, is sixty-two.

The subjects embraced in the school course comprise oil and water colours, drawing from life, both draped and nude figures, and the subjects specifically adopted by the Ontario Government School of Art as constituting its course of instruction.

At the beginning of the current session of the school, a subsidy of \$300 was granted by the Provincial Government. Prior to that date, the operations of the society were conducted entirely by means of private benefactions and the fees derived from the students. Amongst such benefactions it should be stated there was the sum of \$1,000 given by H. E. the Marquis of Lorne, and H. R. H. the Princess Louise.

Though not under subsidy for the year 1883-4, it may be mentioned that the Association expended for school maintenance for that year, \$1,327.08.

Classes were held each morning from ten till one, and each evening from seven till ten, also on Wednesday and Saturday afternoons from two till four.

The teaching staff consists of three: the headmaster and two assistant teachers, besides a lecturer on artistic anatomy.

The fees charged are, per month, night industrial Art and Design, \$1; Elementary Classes, \$2; Advanced (including life, oil and water colors, \$3.

Ottawa, Dec. 31st, 1884.

FREDERICK A. DIXON,

Secretary.

4. REPORT OF THE ONTARIO SOCIETY OF ARTISTS FOR THE YEAR ENDING MAY 1ST, 1884.

SIR,—On behalf of the Executive Council I have pleasure in laying before you the report:—

Membership.—During the year two names have been added to our roll of active following members.

Life Class.—The Life Class, commenced in the winter of '82-3, has been continued throughout the past winter, and has been a source of pleasure and profit to those able to attend. It is with pleasure we report that the Council of the Royal Canadian Academy has provided a further grant of \$100 towards the maintenance of this class.

Exhibitions.—Our last exhibition was merged in that of the Royal Canadian Academy, and was held in the rooms of the Education Department, kindly lent by the Ontario Government. The works exhibited showed a marked improvement, and elicited many expressions of approval from the visitors, especially from His Excellency and the Princess Louise.

The Art Department of the Industrial Exhibiton was again under the management of the Society, and it is gratifying to know that the exhibit was the most successful ever made in connection with that institution.

Sales.—Two auctions have been held in our Gallery. One by Mr. T. M. Martin, previous to his departure from the country, and another by a number of the other members of the Society.

School of Art.—The Council appointed by the Society for the management of the School of Art has done its duty another session ; with what success will be shown by the report of Mr. Shuttleworth, Secretary to the Council of the School.

Art Union.—With regard to the working of this important agency for the dissemination of Art among the people, I would respectfully refer you to the report of the Hon. G. W. Allan, chairman of the committee.

Secretary.—During the year our Secretary, Mr. Geo. Hallen, resigned his office, and we would take this opportunity of acknowledging his faithful and courteous services. In Mr. Jardine, his successor, we hope to find not only an enthusiastic lover of Art, but also an energetic promoter of the interests of the Society.

Financial.—In laying before you the accounts for the year, I trust that the economical management of the Executive Council will meet with your approval.

Statement of Receipts and Expenditure.

RECEIPTS.

Balance of Assets, 1st May, 1883, brought forward	\$664 55	
Grant from Ontario Government	500 00	
Members' annual subscriptions	490 00	
	<hr/>	\$1,654 55

EXPENDITURE.

Salaries	\$402 67	
Rent	348 38	
Loss on Exhibition of 1883	33 00	
Heating, water and gas	74 47	
Printing, stationery, postage and general expenses	172 78	
Petty cash	20 00	
Coupons	6 00	
Repairs	25 73	
	<hr/>	\$1,083 03
Balance in favour of the Society		<hr/> \$571 52 <hr/>

PROVIDENT FUND.

Statement of Receipts and Expenditure.

RECEIPTS.

Balance 1st May, 1883, brought forward	\$767 35	
Interests on deposits	25 39	
	<hr/>	\$792 74

EXPENDITURE.

Nil		
Balance 1st May, 1884, deposited at interest		<hr/> \$792 74 <hr/>

In closing this Report, I would respectfully call attention to the fact that the lease of our present rooms expires in two years. The ever increasing number of pictures sent to our Annual Exhibition, necessitates the exclusion of some we should like to exhibit, and it therefore becomes pressingly needful that the Society should, without delay, take into serious consideration the project of erecting a new building, or otherwise secure premises specially adapted to the wants of the Society.

WILLIAM REVELL,
Vice-President.

Toronto, June 15th, 1884.

5. REPORT OF THE OTTAWA LITERARY AND SCIENTIFIC SOCIETY.

SIR,—In again presenting to you a report of progress, the Council would express the opinion that in many respects the past year has been one worthy of especial notice.

In the first place, the long meditated change of premises was effected in May last. This removal has in every way met the desires and expectations of the members; the membership list alone increased by eighty-six, is sufficient evidence of the growing influence of the society, attributable, no doubt, in great part to that change.

The Treasurer's statement shows a balance to the credit of the society of \$144.46. The amount received from members' subscriptions was \$449, and the sale of lecture tickets realized \$128.00. For the library and furnishing fund a sum of \$815.00 was raised; of this \$336.12 were spent in furnishing the new rooms, and \$228.34 in adding to the library. There thus remains the very pleasing surplus of \$250.54. The library now consists of 1814 volumes, of which 234 have been added since the last annual meeting. Several newspapers, and periodicals of a standard character, have been added to the reading-room tables.

These improvements have given rise to a much more general use of both library and reading-room. It may be of some interest to mention the following special donations to the library:—Mr. Allan Gilmour, besides his already liberal contribution of two hundred dollars to the library, has quite recently added, without solicitation, another two hundred dollars, to be directed to the same purpose. This generosity has been suitably received by the Council, and the money expended in purchasing books.

Mr. W. Scott, a member of the Council, presents the last edition of the *Encyclopædia Britannica*, handsomely bound in half-calf; the forthcoming volumes will take their places on the shelves as they appear.

Mr. A. P. Anderson has presented several copies of "Punch," bound in book form. For all these kind and welcome donations, the Council would here offer the most sincere thanks of the society.

In regard to the Museum it must be noticed that a radical change has taken place. It was decided at the time of removal that this was thenceforward to assume a more strictly local character; and in this view the Curator, ably assisted by Mr. M. Gill and Mr. Ami, made a careful review of all the specimens in the cases, rejecting all that were valueless, and keeping only such as would go towards the formation of a collection of local specimens. Mr. McGill furthermore kindly undertook to determine and label a large number of the mineralogical specimens. Since the change of premises, however, no very material alterations have been made in the Museum.

The programme of lectures was carried out as nearly in accordance with the printed announcement as circumstances would admit; as two of the lecturers begged to withdraw, and only one of them procured a substitute, it follows that the programme was curtailed of one lecture.

The thanks of the Society are hereby tendered to those gentlemen whose lectures gave so much interest and instruction to their hearers.

In the matter of the evening classes the Council feel compelled to acknowledge its disappointment: in spite of the fact that the services of able instructors had been secured to conduct them, of abundant notice in the daily press, and of the merely nominal fees, they met with so lukewarm a response from the members and from the general public that the Council was obliged to discontinue them. It seems, to say the least, regrettable that in a city of this size so few people should be found willing to avail themselves of educational advantages so valuable and yet so inexpensive. It is possible that the existence of similar classes in other parts of the city may be connected in some degree with this seeming apathy. The Council has but to announce that at a recent meeting of the Society, it was moved, seconded and carried unanimously:—"That the Reverend A. F. Kemp, LL.D., be elected an honorary member of this Society."

Finally, on giving into your hands the result of the past year's work, the Council

desires to express the hope that the new position of the Society may be followed by renewed symptoms of interest and energy on the part of the members, and that the prosperity and popularity hitherto enjoyed by it may continue to increase with advancing years.

PAUL T. LAFLEUR,
Secretary.

Ottawa, 25th April, 1884.

6.—REPORT OF THE INSTITUT CANADIEN FRANCAIS D'OTTAWA.

SIR,—We have the honor to inform you that the financial condition of this Institute has improved in a very satisfactory manner during the past year. The total receipts have amounted to \$2,578.33, and the expenses to \$2,562.20: of this last amount \$1,164.00 have been utilized in paying off the greater part of our floating debt.

During the year we have had on the roll 179 qualified members.

Besides its ordinary meetings, the Institute has given to the public its usual annual course of lectures, commencing in November, 1883, and terminating in March, 1884. During this course the following subjects were treated:—

1. Inauguration lecture by the President.
2. "Louis Turcotte," by Mr. Faucher de St. Maurice, M.P.
3. "Morals and Customs of the Ancient Canadians," by Mr. B. Sulte.
4. "Our Colleges and Convents," by Mr. P. Poirier.
5. "Hecternat," by the Abbé Tanguay.
6. "Capitulation of Montreal," by Mr. B. Sulte.
7. "Celebrated Musicians," by Dr. F. H. Valade.
8. "Asbestos," by Mr. N. Montpetit.
9. "Anticosti," by Mr. L. Taché.
10. "The Saint Jean Baptiste Club," by Mr. A. Lusignan.
11. "Natural History," by the Abbé Nolin.
12. "Our Strong Men," by Mr. N. Montpetit.
13. "Aerial Navigation," by Mr. Joseph L'Etoile.
14. Closing lecture by the President.

Taking both the financial condition and the increased membership, we have every reason to be satisfied with the progress made, and we have also reason to hope that in the near future our resources will permit us to re-open our drawing class which has been temporarily suspended for want of means.

L. C. PREVOST,
President.

OTTAWA, December, 1884.

REPORT OF THE CANADIAN INSTITUTE, TORONTO, SESSION 1883-84.

The Council of the Canadian Institute has the honour to lay before the members its Thirty-fifth Annual Report.

The attendance at the weekly meetings has been satisfactory, and a large number of papers have been read: these will compare favourably in average merit with those of any preceding session. In addition to the regular work of the Institute, a course of three popular public lectures on sanitary subjects was arranged for and delivered in the Library under the joint auspices of the Institute and the Provincial Board of Health: the lecturers were Dr. Oldright, Dr. Cassidy and Dr. Bryce.

The number of members has increased from 225 to 236, and a larger number than heretofore have made use of the reading-room and library. As will be seen by reference to one of the appendices to this report, the number of books and periodicals taken out by members, has nearly doubled. The number of societies with which we exchange publications

is now 140. The number of donations and exchanges received has been 800, as against 280 during the preceding year. One hundred and twenty volumes have been bound, and eighty volumes and numbers purchased to complete sets: it is much to be desired that funds should be forthcoming to bind the whole of the 700 volumes that are now awaiting the binder.

A change has been made in the method of publishing the proceedings, which, it is believed, will have the effect of rendering our transactions more acceptable to our members, without rendering them less valuable to other societies.

The Council having devoted so much attention to the Library, Reading-room, Journal and Exchanges, has not been able to put the collections in the museum in order, or increase them. This department, however, has not been altogether neglected: a few valuable skins have been stuffed, and the very handsome offer made by Mr. Brodie to furnish a collection of insects, provided the Institute supplied cases, has been accepted, and a number of cases have been placed at his disposal.

Herewith are submitted appendices, showing (1) the membership; (2) the financial condition of the Institute, which will be found very satisfactory; (3) the number and sources of the donations and exchanges; (4) the number of books and periodicals issued to members; (5) the list of periodicals subscribed for; and (6) the list of periodicals presented to the Institute, with the names of the donors.

All of which is respectfully submitted.

J. M. BUCHAN,

TORONTO, May, 1884.

President.

APPENDIX 1.—*Membership*.—Number of members, March 31st, 1883, 225; withdrawals and deaths during the past year, 25; total 200; elected during the Session 1883-84, 36; total number of members, April 1st, 1884, 236; composed of: corresponding member 1; honorary member 1; life members 17; ordinary members 217; Total, 236.

APPENDIX 2.—TREASURER IN ACCOUNT WITH THE CANADIAN INSTITUTE, SESSION OF 1883-4.—*To Summary*: balance on hand, \$689.04; annual subscriptions, \$588.00; rents, \$179.50; journals sold, \$17.25; interest on deposits, \$17.10; freight, \$1.20; total, \$1,492.09.

By Summary: salaries, \$286.47; periodicals, \$244.34; interest on mortgage, \$238.78; printing, \$222.79; fuel, \$142.23; postage, \$78.07; express, \$34.82; gas, \$42.19; furniture, \$32.80; stationery, 25.92; repairs, \$24.39; water, \$24.00; contingencies, \$14.30; taxes, \$9.49; cash in bank, \$71.50; total, \$1,492.09.

Assets.—Building, \$11,000.00; warehouse, \$720.00; ground, \$2,500.00; library, \$5,500.00; specimens, \$1,200.00; personal property, \$400.00; total, \$21,320.00.

Liabilities.—Mortgage, \$3,411.00; balance in favor of institute, \$17,909.00; total, \$21,320.00.

APPENDIX 3.—*Donations and Exchanges*.—Books and Pamphlets received from April 1, 1882, to April 1, 1883: Canadian, 30; United States, 60; Great Britain and Ireland, 100; India, and other British Colonies, exclusive of Canada, 20; Foreign, 70; Total, 280. April 1, 1883, to April 1, 1884: Canadian, 90; United States, 300; Great Britain and Ireland, 200; India, and other British Colonies, exclusive of Canada, 40; Foreign, 170; Total, 800.

The number of societies with which the Institute exchanges is 140.

The following are the principal Institutions that have supplied back numbers of their publications to completed sets: Smithsonian Institution, Essex Institute, New York Academy of Sciences, Academy of Natural Sciences, Philadelphia, Worcester Society of Antiquities Harvard University Library, Museum of Comparative Zoology at Harvard College, Connecticut Academy of Arts and Sciences, Historical Society of Pennsylvania, Peabody Institute, Baltimore, Entomological Society of Ontario, Royal Scottish Society of Arts, Anthropological Institute of Great Britain and Ireland, Cambridge Philosophical Society, Leeds Philosophical Society, Royal Geological Society of Ireland, Royal Dublin Society, Royal Colonial Institute, Royal Geographical Society, Institution of Civil Engineers, G.B., The Victoria Institute, The Linnæan Society, New Zealand Institute,

Naturwissenschaftliche Gesellschaft "Isis," Dresden, The Literary and Philosophical Society of Liverpool.

NOTE.—The donations presented by the above, and some others, have already been given in detail.

APPENDIX 4.—The number of books and periodicals issued to members : (1) From April 1, 1882, to April 1, 1883, 450 ; (2) From April 1, 1883, to April 1, 1884, 860.

APPENDIX 5.—List of Periodicals subscribed for : American Journal of the Medical Sciences, Athenæum, Atlantic Monthly, Blackwood's Magazine, Brain, British Quarterly Review, Builder, Century Magazine, Contemporary Review, Critic, Edinburgh Review, English Mechanic, Fortnightly Review, Graphic, Lancet, London Quarterly Review, Longmans' Magazine, Macmillan's Magazine, Mind, Nature, Nineteenth Century, North American Review, Popular Science Monthly, Princeton Review, Punch, Scientific American, Scientific American Supplement, Times, Weekly, Westminster Review. To the above have been added for the current year, Illustrated London News, Saturday Review, English Illustrated Magazine, Harper's Monthly Magazine, Week. The following were discontinued at the end of 1883 : Builder, St. James's Gazette, Critic, Medical News.

APPENDIX 6.—Periodicals presented to the Institute, and the names of the donors : *Das Echo*, W. H. VanderSmitten, M.A. ; *Le Temps*, Paris, Dr. C. W. Covernton ; *Spectator*, Prof. Hutton ; *Le Figaro*, for 1883, *Le Courrier de l'Europe*, for 1884, Geo. E. Shaw, B.A.

The following Officers and Members of Council were elected for the ensuing year : President, W. H. Ellis, M.A., M.B. ; First Vice-President, George Murray, Esq. ; Second Vice-President, George Kennedy, M.A., LL.D. ; Third Vice-President, E. A. Meredith, LL.D. ; Treasurer, John Notman, Esq. ; Recording Secretary, James Bain, jur., Esq. ; Corresponding Secretary, W. H. VanderSmitten, M.A. ; Librarian, George E. Shaw, B.A. ; Curator, David Boyle, Esq.

MEMBERS OF COUNCIL.—James Loudon, M.A., F.R.S.C. ; J. M. Buchan, M.A. Alan Macdougall, C.C., F.R.S.C. ; P. H. Bryce, M.A., M.D. ; Daniel Wilson, LL.D., F.R.S.E., F.R.S.C. ; Alexander Marling, LL.B.

CONCLUSION.

Under the foregoing heads I have presented to your Honour the Statistics of the Public, Separate and High Schools for the year 1883 (Part I); and the proceedings of the Department from 1st January to 31st December, 1884 (Part II).

In Part III are submitted the Reports of the Senate of the University of Toronto, of the Council of University College, and of the School of Practical Science; all for the academic year 1883-4. The Report of the Principal of the Upper Canada College for the same period is also appended.

In Part IV are contained the proceedings during 1884, relating to Mechanics' Institutes, the Ontario School of Art, and kindred institutions; also the Reports of Scientific Societies, including the Canadian Institute.

I have the honour to be,

Your Honour's obedient servant,

GEO. W. ROSS,

EDUCATION DEPARTMENT.

Minister of Education.

Toronto, January, 1885.



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